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ABSTRACT

Results of a study of the role, governance, and future direction of the community colleges of the University of Alaska are detailed in this report. Chapter I describes the purpose and methodology of the study and presents an overview of the community college system. Chapter II gives the legislative history of the Alaska community college movement. Chapter III describes the mission of the community colleges, and Chapter IV provides a profile of the ten community colleges currently operating, covering enrollment, faculty, curricula, community service programs, and library acquisitions. Existing governance structures for the community colleges in the United States and alternative governance structures for Alaska are delineated in Chapter V, while Chapter VI discusses the role of college policy advisory councils. Chapter VII summarizes the testimony of public hearings conducted as part of the study. Chapter VIII contains the results of a student survey undertaken to determine student awareness of and concern with college governance issues. Chapter IX contains recommendations to the state legislature regarding governance, funding formulas, criteria for establishing community colleges, policy advisory councils, articulation with four-year colleges, expansion of services, curriculum, and evaluation. Data tables are presented throughout the report and appendices offer material relevant to institutional goals and governance. (Author/KL)

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COMMUNITY COLLEGES:

A Report to the

Twelfth Alaska State Legislature

by

The Community College Interim Committee

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Volume I

February, 1981

JC 820 078

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Senator George Hohman

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Alaska Commission on Postsecondary Education

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Anchorage Community College (ex-officio)

EXECUTIVE SUMMARY

Volume I of this report is the first product of a study of the community colleges of the University of Alaska. The study was commissioned by the Legislative Council in May, 1980.

Chapter I describes the study's purpose and methodology, and presents an overview of the colleges. Chapter II is a legislative history of the community college movement in the state. Chapter III describes the mission of the community colleges and Chapter IV presents a profile of each college. Existing and alternative governance structures are delineated in Chapter V and a discussion of the college policy advisory councils is found in Chapter VI. Chapter VII summarizes the public hearing testimony and Chapter VIII summarizes the results of a student survey conducted to determine if students are aware of and care about college governance.

Chapter IX contains the committee's recommendations to the legislature. These recommendations are as follows:

(1) Governance -- The position of a president, having sole responsibility for the community colleges (with the exception of Chukchi Community College - see Recommendation 2), should be created. The president will report directly to the University Board of Regents.

(2) Place Chukchi Community College under the aegis of the Northwest Arctic School District as a five-year pilot program.

(3) Instruct the Alaska Commission on Postsecondary Education to establish a formula for funding the community colleges.

(4) Develop minimum criteria for the establishment of community colleges.

(5) Provide for additional policy-making authority for the policy

advisory councils of the community colleges.

(6) Pass legislation, already introduced, to authorize the Alaska Commission on Postsecondary Education to develop an "articulation guide" for all higher education in the state.

(7) Urge the university to expand community college programs provided for areas that are presently served inadequately. Provide the necessary funding for this expansion.

(8) Urge the university and the Alaska Community College Federation of Teachers to provide for more flexibility in community college course offerings, academic calendar and course-delivery mechanisms.

(9) Encourage the university to provide greater assurance that community college course offerings parallel the needs of the community job market.

(10) For funding and other purposes, encourage the university to expand efforts to evaluate community college performance and productivity in ways other than credit-hour and degree statistics.

Volume II of the report, to be published in March, 1981, will contain the transcripts of the public hearings. Volume III, to be published in late Spring of 1981, will consist of a study of the cost of the instructional process of the community colleges.

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CHAPTER I. PURPOSE OF THE STUDY

INTRODUCTION

The University of Alaska consists of four divisions: the University of Alaska at Fairbanks, the University of Alaska at Anchorage, the University of Alaska at Juneau and the Division of Community Colleges, Rural Education and Extension. All of these divisions are headed by chancellors, who report to the President of the University. The President reports to the University Board of Regents.

During the 1980 legislative session, HB 651 was introduced along with companion legislation in the Senate. HB 651 called for an autonomous community college system governed by a board of trustees. The House Finance Committee prepared a committee substitute, CSHB 651, which called for a study of community college governance and other issues to be conducted by the Alaska Commission on Postsecondary Education. Although CSHB 651 did not pass the Legislature, the Legislative Council authorized a similar study. The major objectives of the study include:

(1) an investigation of existing and alternative administrative systems for the community colleges;

(2) a description of the role of the community colleges;

(3) an examination of the role of the local policy advisory councils with special attention to their powers and duties;

(4) an inquiry into the responsiveness of the community colleges to community needs;

(5) a description of existing and planned facilities for each community college; and

(6) the development of unit costs of instruction at each community college.

This report will address each of these issues, with the exception of unit cost information and description of existing and planned facilities. A unit cost study is in progress which is designed to show the costs of providing instruction for each individual course, for each year of instruction. All courses and their associated costs are included in the analysis. The unit for measurement of production is the credit hour and credit equivalent for non-credit courses. The unit cost study will be completed by late Spring, 1981.

A detailed analysis of facilities and how they relate to instruction was beyond the scope of this report. The Commission on Postsecondary Education, however, plans to conduct a comprehensive study of facilities of all postsecondary education.

METHODOLOGY

The collection and analysis of data for this study of the community colleges included several procedures. Initially, meetings were conducted between committee staff and various members of the university administration to establish communication ties and to enhance coordination for the collection of data. Information about each community college was first requested from the central administration. The data were then distributed to each community college for verification and the completion of missing items. The data included yearly credit-hour and non-credit-hour production, annual headcount enrollment, number of full-time and part-time faculty, number and types of degrees and certificates awarded, types of community service courses, library resources, and physical facilities. This information helped to present a profile of each community college.

For the unit cost study, additional materials concerning expenditures and faculty productivity for the Fall, 1980 semester was requested for each community college. This included the salary and benefits of faculty members, information concerning equipment, inventory and depreciation schedule, and a detailed description of expenditures and sources of revenue. The direct cost of each course will be computed by dividing the salary and benefits of the individual faculty member by the credit-hours of the course. Additional indirect costs will then be derived by allocating to the course an appropriate portion of expenditures for activities other than the actual instruction.

Other material that aided in the analysis included: (1) the community college self-study documents that were prepared for the Northwest Association of Schools and Colleges, (2) a student survey regarding the university's organization, and (3) university publications. Each community college also provided information about its Policy Advisory Committee which included the name and occupation/affiliation of each member and the process by which the PAC members are selected. In addition, information about the governance structures for community colleges in each of the fifty states was compiled.

A significant portion of the study involved public hearings and teleconferences. Nine public hearings were held in Bethel, Nome, Kotzebue, Fairbanks, Soldotna, Anchorage, Valdez, Ketchikan, and Juneau. Four teleconferences were held for Kodiak, Palmer, Sitka, Dillingham, Homer, and Seward. Over 200 people actively participated in these discussions.

Analysis and synthesis of the information gathered is presented here to provide a clearer understanding of the community colleges of Alaska and how they relate to the university.

OVERVIEW OF THE COMMUNITY COLLEGES

The first Community College Act, passed in 1953, stated that community colleges were to be established, operated, and maintained by local school districts. Standards for instructors, administrators and curriculum were to be set by the board of regents. The second Community College Act in 1962 changed the authority for establishing community colleges to the University of Alaska in cooperation with the local district or the political subdivision. Similarly, the operation and maintenance of the community colleges has become the responsibility of the University of Alaska. The local school district is required to pay "all instructional and administrative costs for non-degree college programs and activities offered".

The following lists each community college and when it was founded:

COLLEGE	FOUNDED
Anchorage Community College	1953
Ketchikan Community College	1954
Juneau/Douglas Community College (merged with UAJ in 1980)	1956
Matanuska/Susitna Community College	1957
Sitka Community College	1962
Kenai Peninsula Community College	1964
Kodiak Community College	1965
Kuskokwim Community College	1972
Tanana Valley Community College	1974
Northwest Community College	1975
Prince William Sound Community College	1978
Chukchi Community College (presently not operating)	1978

The enrollment in Alaska community colleges has grown considerably in the last decade. Though there has been a leveling off of enrollment in the most recent past, the community colleges still represent a significant portion of the total enrollment of the University of Alaska. During 1979-80, the community colleges accounted for 62% of the students enrolled in the University of Alaska system. This headcount relationship is presented in Figure 1.

Figure 1
Headcount Enrollments, Peak Semester*
1971-72 through 1979-80

*Peak semester enrollments are used to reflect the most individuals served at one time (semester) during the academic year.

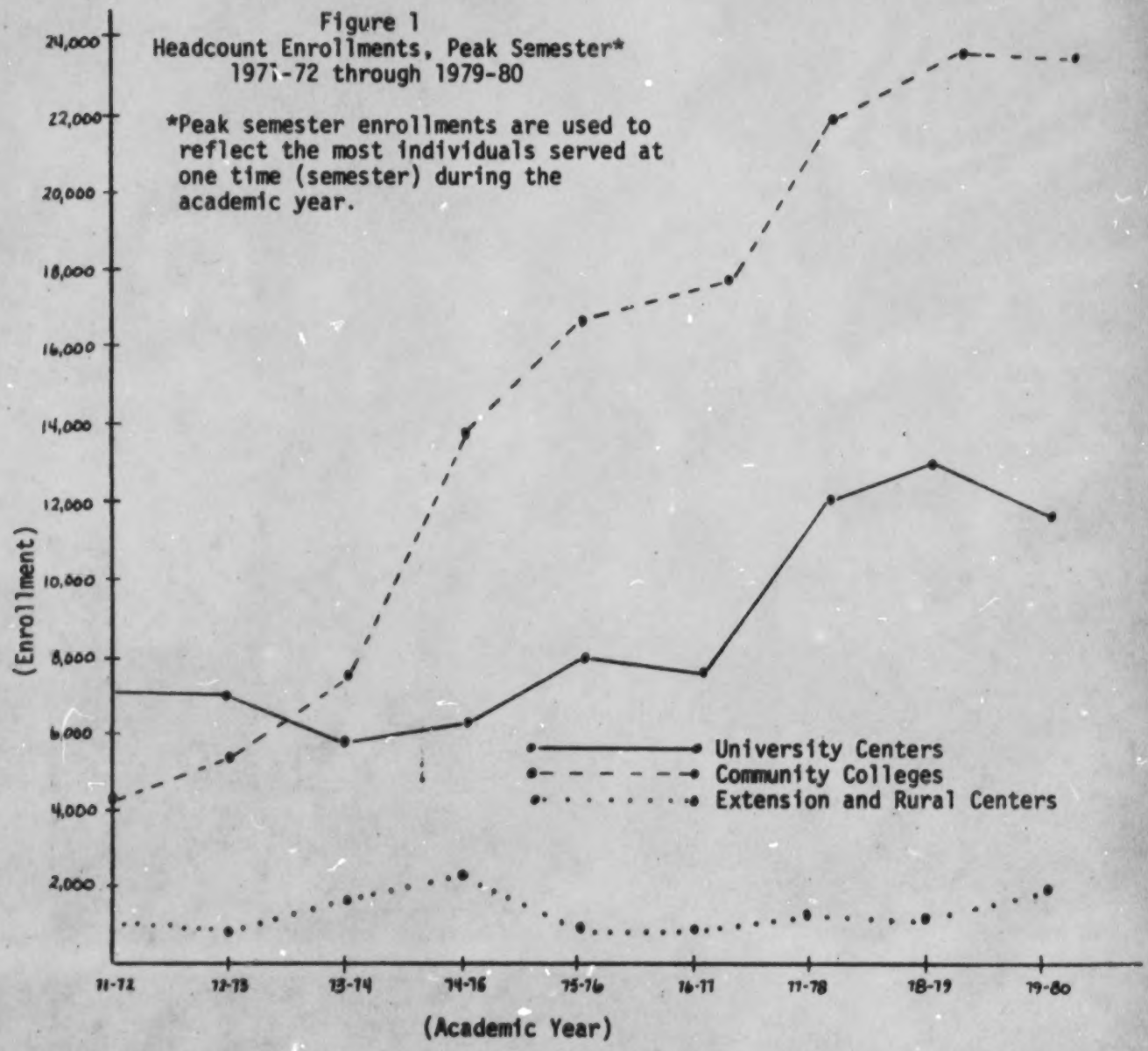
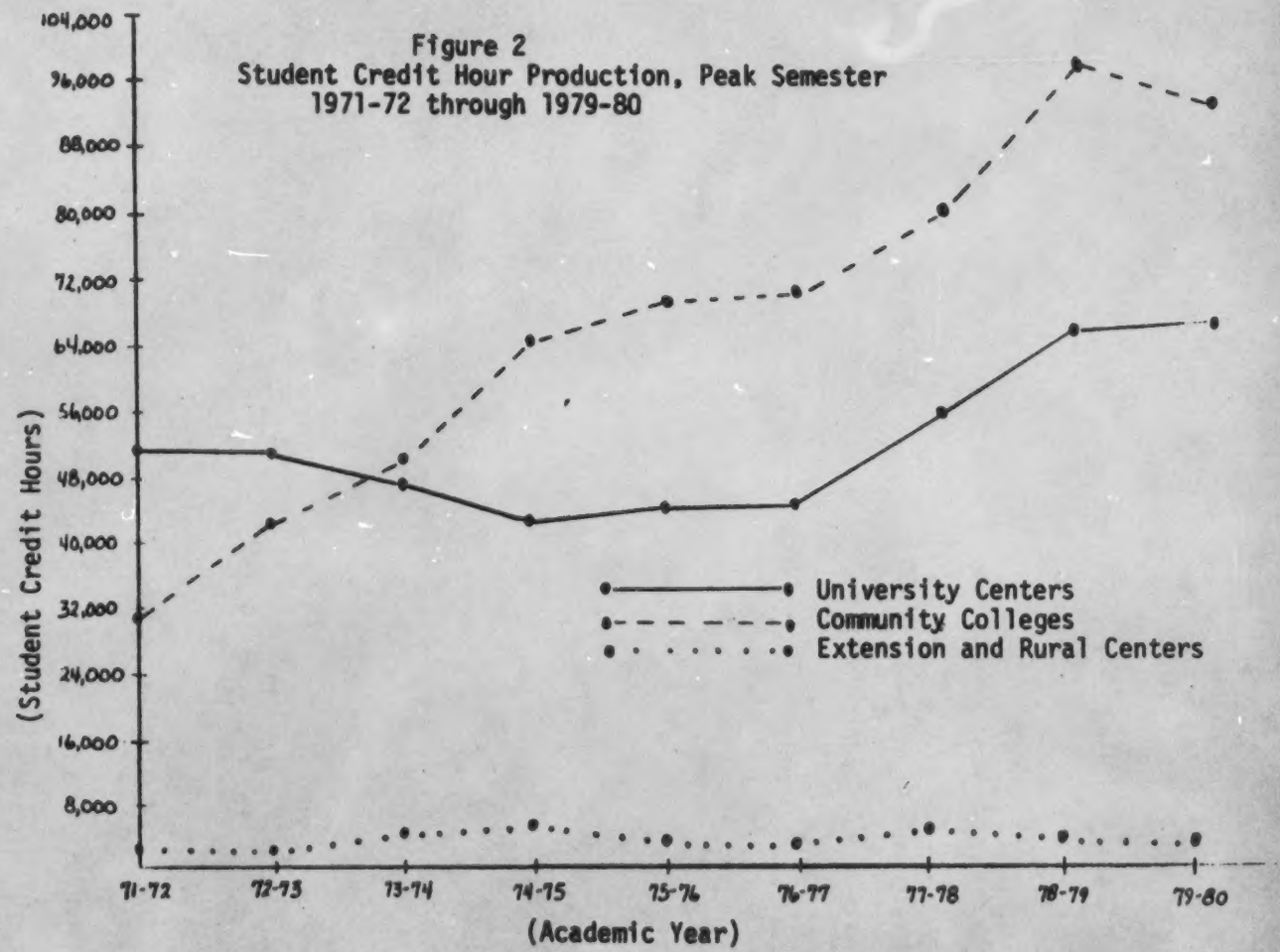


Figure 2 contains data on student credit and non-credit hours produced within the University of Alaska system. During 1979-80, the community colleges produced 53% of the total student credit and non-credit hours. From these comparisons, it is readily apparent that Alaska community colleges are a large and vital portion of the public postsecondary education of the state.



CHAPTER II. LEGISLATIVE HISTORY OF THE COMMUNITY COLLEGE MOVEMENT IN ALASKA

The original Community College Act was passed by a Territorial Legislature in 1953. It stated that a qualified school district would establish, operate and maintain a community college "in conjunction with" the University of Alaska. In other words, the university board of regents would promulgate rules and regulations pertaining to the establishment, operation and maintenance of colleges, but the colleges would "be under the direct supervision of the school boards". The regents were also required to pay 75% of the cost of college administration and instruction from the university's general fund support.

The language of the 1953 Act caused confusion about whether the University or the school districts were to have ultimate authority over the colleges. In 1962, a special legislative committee recommended that the Act be amended so that the relationship between the school districts, the university and the colleges would be clarified. The committee wrote that "without ambiguity or equivocation, the Act should clearly establish the Board of Regents of the University of Alaska with complete authority over... higher education everywhere in the State." Their recommendation resulted in a revised version of the Community College Act which states that the university will establish, maintain, and operate community colleges "with cooperation of local school districts or other political subdivisions." The regents are mandated to pay for all credit courses and the school district or political subdivision is required to bear the cost of non-credit instruction.

The Community College Act has not been amended since 1962, even though several attempts to allow the community college system more

independence have been made by the legislature in the past decade. Two bills were introduced in the Seventh Legislature in 1970. HB 701, authored by Representative Sweet, would have created an individual board of regents for each community college. The colleges would have remained a part of the larger university system, and each college board would have been under the jurisdiction of the university board of regents. HB 701 remained in the House Finance Committee. SB 487, introduced in 1970 by Senator Begich, would have created a more autonomous community college system headed by a provost, although the system would have remained under the jurisdiction of the university regents. The bill was never reported out of the Senate's Health, Welfare and Education Committee.

During the interim months between the end of the Seventh Legislative Session in 1971 and the beginning of the Eighth Legislature in 1972, the legislature began its practice of establishing a special committee to look into the function and needs of higher education in the state. Such a committee has existed to study some or all parts of higher education in Alaska in almost every interim period from 1971 to the present.

The first Legislative Interim Committee on Higher Education also originated the practice, maintained until 1976, of hiring the consulting firm of McLean and Associates to advise the state on how to improve higher education. Their first report, completed in January of 1972, recommended that the university regents be retained as the single "governing and consolidating agency for all state-aided higher education." The report also noted, however, that many Alaskans felt that the university administration was "more committed to the central campuses than to the community colleges." To rectify the negative effects of this collective perception, the consultants argued that the separate mission and functions of the community colleges should be better recognized by the

regents, and that the regents should restrict themselves to the making of system-wide policy, leaving the administration of local campuses to the college presidents. The consultants suggested that a fragmented system would be too expensive and that duplication of effort would occur; however, if the single system was to function efficiently, all its parts must be considered equal. The report also mentioned that the role of individual college advisory councils should allow for more policy-making authority.

The Interim Committee on Higher Education introduced two pieces of legislation during the first session of the Eighth Legislature that directly reflected the recommendations of McLean and Associates, HCR 23 and HB 606. HCR 23 urged the regents to recognize community colleges and university campuses in the same community as components of the same system, to share facilities, and to otherwise cooperate. HB 606 contained several provisions to upgrade the community colleges in the university hierarchy. Like its predecessor, SB 487, it provided for a community college system under a provost within the university family. It also upgraded the heads of individual colleges to deans and gave statutory powers to the colleges' community advisory councils. Councils were directed to advise deans, the provost, and the regents on program offerings, facilities improvement and maintenance of community support. Finally, HB 606 stated that an "association composed of the deans . . . is the official organization of the community colleges of the University of Alaska" and that its "function . . . is to effect liaison" among the colleges and provide a forum for "discussion of mutual problems."

HB 636 was also introduced in 1972 by Representative Hohman. It would have separated the community colleges from the university and put them under the jurisdiction of the State Department of Education. The

bill remained in the House Health, Welfare and Education Committee.

Also in 1972, McLean and Associates prepared a report on the needs of the Anchorage area. This report was the result of, among other things, public hearings held in Anchorage by the House Health, Welfare and Education Committee in March. The report concluded that Anchorage Community College and the University of Alaska at Anchorage should remain combined. The consultants' 1972-73 interim report noted that minimum criteria for establishing community colleges should be developed. No new community college legislation was introduced during the second half of the Eighth Legislature though work on HB 606 continued. It passed the House and nearly passed the Senate. However, at the close of the legislative session in 1973, it remained in the Senate Rules Committee.

At the beginning of the Ninth Legislature in January 1974, McLean and Associates submitted its fourth report. Again, it recommended that the university regents remain the sole authority governing post-secondary education in the state and called for minimum criteria for the establishment of new community colleges. Citing advantages to the single campus situation, it repeated its recommendation that UAA and ACC should remain together and suggested that the same arrangement apply to the University of Alaska at Fairbanks and the proposed Tanana Valley Community College. The report further suggested that the college directors should be more involved in policy, program and budgetary decision-making, and that the comprehensive community college should be the model that all Alaskan community colleges should emulate.

HB 541 was introduced early in the 1974 session by the Interim Committee on Higher Education. It was the result of the consultants' report and the desire of the committee to have the Community College Act more closely reflect the reality of community college development in the

state.

It provided for the establishment of community colleges by the regents through contractual agreement with a school district or a municipality. Applicants for establishment of new colleges could come from a municipality, a school district, a federal agency, the regents, or apetition of concerned citizens. Minimum criteria for establishment were proposed, along with the submission to the legislature after approval by the Regents of a feasibility study detailing the need for the college along the lines prescribed in the legislation. HB 541 did not call for a separate system of colleges headed by a provost. Instead, it stated that "the chief administrative officer . . . is a vice-president" of the University. The bill also contained statutory powers for the community advisory councils in the areas of budgetary, programming, and facilities policy-making as well as a role in maintaining community support. HB 541 passed the House, but remained in the Senate Health, Education and Social Services Committee.

Senator Hohman again introduced legislation relating to the community colleges during the first session of the Ninth Legislature. SB 239 established a university vice president for rural education and native affairs, to coordinate higher education in the rural areas. The vice president was directed to work in cooperation with community colleges already in existence in rural Alaska. SB 239 was returned to the Senate Finance Committee where it remained for the duration of that legislative session.

The McLean report submitted to the legislature in early 1975 reiterated the benefits of the single system and the need for college establishment criteria. It further called for a separate advisory board for the colleges and suggested that a study of the effectiveness of the

college governance structure be undertaken. Once again legislation was introduced in conjunction with the submission of the report. The original version of the bill, HB 144/SB 162 was largely similar to the 1974 bill, HB 541. It differed in one important way, however. It created a university vice president whose sole responsibility would be administration of the community colleges. With this mechanism, the committee sought to ensure the separate "identity of the community college program within the University of Alaska without the creation of any additional unnecessary layers of administration." Another difference between HB 541 and HB 144 was that it recognized the role of the newly-created Alaska Commission on Postsecondary Education in monitoring the colleges. It provided that the Commission could recommend the establishment of a new college, and that all feasibility studies for new colleges should be reviewed by the Commission as well as the legislature. Finally, the bill directed each community advisory council to advise the university on senior colleges in its service area in addition to its other duties which were the same as those envisioned in HB 541.

When HB 144 was introduced, the committee wrote:

> We respectfully suggest that unless this type of administrative arrangement we propose is established, a great deal of pressure may be brought upon the Legislature to establish the community colleges and extension centers as a separate and distinct institutional arrangement apart from the statewide university.

Recent history has proven the prescience of the committee. Each legislature since then has taken up legislation providing for a community college system entirely separate from the university system. Morever, the last McLean report, submitted at the beginning of the second session of the Ninth Legislature in 1976, also called for the creation of an

autonomous system of community colleges within three years. The consultants felt that the colleges had matured to the point where they could operate on their own and that the university could only manage the affairs of the university and should no longer carry the additional burden of looking after the colleges. The university could not adequately recognize the missions of the two-year and four-year institutions simultaneously, according to the report.

In 1976, Senator Croft introduced SB 658, providing for a separate governance structure for the colleges in the form of a board of governors with authority over a chancellor for community colleges who, in turn, would oversee deans or directors of each community college. SB 658 also called for policy advisory councils for each college with statutory powers similar to those envisioned in earlier bills. The university and colleges would share, contractually, joint campuses and facilities. Several transition period provisions were also included, relating to property, faculty, facilities, and existing contracts with other entities. The land grant status of the University would have been transferred to the colleges where applicable.

It appeared that the legislature was not going to pass community college autonomy legislation, so Senator Croft and other proponents joined forces with the supporters of HB 144, in an attempt to bring about its final passage. It passed the House, was reported out of various Senate Committees, and was presented on the Senate floor during the final days of the Ninth Legislature in 1976. This version of the bill differed significantly from the original bill in that it created two chancellors - one for the rural colleges and one for urban colleges - to run the college division, instead of one vice president for all colleges. The bill did not pass the Senate on the first vote, and came up again for

reconsideration a few days later. At this time, the bill was amended to provide for two vice presidents in lieu of the two chancellor arrangement. However, the bill failed to pass the Senate by a vote of 10 to 8.

During the interim period between the Ninth and Tenth Legislatures in 1977, the Alaska Commission on Postsecondary Education, at the request of the legislature, held public hearings and prepared a report on the state's higher education needs. The Commission concluded that the colleges should remain within the university system but that an administrative officer should be assigned the duty of community college coordination.

The start of the Tenth Legislature again saw the introduction of the Croft autonomy bill, SB 294/HB 410. It had several co-sponsors and was functionally the same as the previous legislation. The only major change in SB 294 was that it provided for a chancellor as chief administrative officer of the system with a vice-chancellor each for an urban and rural education division. Neither bill was reported out of the Health, Education and Social Services Committee in either body. Two other bills were introduced in the House, though both remained in the Health, Education and Social Services Committee. HB 415, authored by Representative Parr, would, essentially, have made all public postsecondary campuses in the state into mini-universities.

In 1978, HB 891, introduced by the House Finance Committee, revived the HB 415 arrangement. The bill did not receive floor consideration and remained in the House Rules Committee.

In the Eleventh Legislature, HB 651 was introduced by Representative Buchholdt and several co-sponsors along with companion legislation in the Senate introduced by Senators Hohman and Stimson. HB 651 called for an autonomous community college system governed by a board of trustees,

including one member of the community college faculty and one community college student. The chief executive officer of the board and of the system was designated as president. The bill created a chancellor for each college with responsibility to the president. The bill called for a community college council for each college, to act in a policy-making capacity with respect to the chancellor and in an advisory capacity to the president of the board. The remaining provisions were substantially the same as those in the Croft predecessors.

The bill passed the House but its passage appeared unlikely in the Senate. The bill's proponents prepared a committee substitute that called for a study of community college governance and other needs by the Commission on Postsecondary Education. CSHB 651 also failed to pass the Senate; however, the Legislative Council authorized the same type of study to be conducted by Representative Buchholdt and Senator Hohman. This report is the product of that study.

CHAPTER III. ROLE OF THE COMMUNITY COLLEGES

INTRODUCTION

Community colleges are an American phenomenon. They first became part of higher, or postsecondary, education in the early 1900's. Although the first permanent junior college was established in Joliet, Illinois in 1902, the community college movement got its real impetus in 1907 when the California Legislature permitted secondary schools to extend their programs for two additional years. These California two-year institutions were later separated from the secondary schools (beginning in 1917) and now represent the largest network of community colleges in the nation.

Alaska became involved in community college education in 1954, with the establishment of Anchorage Community College, which is the second oldest public postsecondary education institution in the state. Since that time, eleven more community colleges have been established. One of these was combined with a four-year institution and another is not presently operating; therefore, there is currently a total of ten functioning community colleges in the state system.

Community colleges in Alaska reflect the goals and missions of community colleges nationwide; that is, to provide education for adults that is consistent with the needs of the communities of which the colleges are a part. As early as 1965, community college authors Blocker, Plummer, and Richardson[1] listed the following needs as appropriate for the emphasis of community colleges:

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[1]Blocker, Clyde, Robert H. Plummer, and Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1965.

1. transfer curricula;
2. vocational and technical programs;
3. adult education programs (credit and non-credit);
4. individual services to students; and
5. programs and services for cultural, civic, recreational, and other community projects and programs.

These needs are still appropriate today and are central to the mission and functions of Alaska's community colleges. Whether some of these areas receive more emphasis than others is determined by the needs of the community in which the college is located.

COMMUNITY COLLEGE MISSION IN ALASKA

In Alaska, community colleges have evolved into more than simply educational institutions, particularly in the smaller communities and rural areas. Alaska's community colleges are, essentially, human development agencies. The schools have become such an integral part of their communities that local residents increasingly look to their community colleges to assist them in addressing basic needs. Many of the activities of community colleges, especially in the rural areas, address survival of community residents. For instance, courses such as small engine repair, emergency medical technician training, and house wiring have been identified as essential to the well-being of various communities. An overriding purpose of the community colleges, then, is to provide vocational-technical training as well as credit and non-credit academic education. Additionally, the residents often look to the community college for the resolution, or at least an understanding, of community problems.

The community college is especially equipped to serve the non-traditional student as it strives to become the center of learning for the entire community. The community college tailors its programs and

services to the needs and wishes of its constituents, and offerings range from blacksmithing to workshops in marine celestial navigation to refresher courses in child psychology.

The educational mission of the community college is only as limited as the needs and interests of the community and the creativity of the administration and faculty to respond to those needs. The Mission and Goals statement of the Division of Community Colleges, Rural Education, and Extension of the University of Alaska reflects, in precise terms, the community college functions and services. It contains the following statements:

MISSION

The mission of the Division of Community Colleges, Rural Education and Extension is to provide postsecondary and continuing educational services to the population of Alaska in locations as close to home as possible. Non-credit, certificate, and degree programs are developed in response to community needs and preferences, and are delivered through a system of community colleges, learning centers and a statewide extension service. The Division seeks to provide quality academic and vocational programs aimed at producing a well-informed population and a trained work force capable of optimum participation in the social, political, and economic development of the State of Alaska. The Division also seeks to respond to social, cultural, and economic concerns through the extension and interpretation of research and knowledge of practical use and interest to Alaskans. To meet its goals, it seeks to maintain a flexibility in programs in order to meet changing needs.

GOALS

1. Each community college, based on assessment of community needs and preferences, will offer within its service area meaningful options among a variety of programs, including transfer and general education, occupational programs, remedial and developmental studies, continuing education, cultural programs, student and community services.

2. Each unit within the Division will seek to maintain a balance of enrollment and employment commensurate with the socio-economic and ethnic makeup of the region served.

3. Each unit within the Division will maintain a policy of open entry enrollment so that access might be provided to all, regardless of prior educational preparation and training.

4. At least half of the programs offered by institutions in this Division will be aimed at preparing individuals for entry into Alaska's workforce. Certain of these programs will be tailored to meet subsistence economy needs.

5. Preparation for entry into baccalaureate degree programs will be offered to students through academic transfer and general education programs.

6. Services will be offered in off-campus locations where feasible in both urban and rural settings.

7. Both full-time and part-time students will be provided similar programs and services through regularly scheduled daytime and evening classes, supported by special workshops, seminars, and conferences. Other supportive services will be available to both day and evening students.

8. Cooperative programs will be initiated with other educational and training institutions as well as those in the private and governmental sector.

9. Some programs will be offered which are specifically designed to address major social and health problems and promote economic and cultural development.

10. Counseling and guidance services to students will be strengthened.

11. Summer programs will be expanded.

12. Management systems and control at both the local and Division level will be improved.

13. High standards of quality instruction will be designed, implemented and maintained.

14. Informal educational services which are concerned with the acquisition and application of practical knowledge will be provided.

15. An equitable distribution of financial resources across all units will be provided.

16. Improved articulation with four-year institutions will be sought.

SCOPE OF SERVICES

The scope of educational services within this division include:

1. Preparation for multiple adult roles in a changing socio-economic system and for increased capacity to cope with changes.

2. Developing self knowledge and information processing skills to expand awareness of social, economic and policical systems.

3. Developing abilities to respond to new opportunities for economic growth, utilizing land, transport, markets and credit.

4. Preparation for advanced instruction.

5. Preparation for entrance into special programs.

6. Specific training for entry into the Alaskan job market including initial training and retraining.

7. Self-enrichment and leisure time activities including cultural activities.

8. Continuing professional development.

CHAPTER IV - PROFILE OF THE COMMUNITY COLLEGES

The intent of this chapter is to describe each community college. The terms used are common throughout higher education because they represent those qualities which are fundamental to any college. The following glossary of terms is provided so that the descriptions will be both understandable and enlightening.

Glossary

Full-time student	A student who is enrolled for 12 or more semester credit hours or contact hours.
Part-time student	A student who is enrolled for 11 or fewer semester credit or contact hours.
Part-time faculty	Faculty members who are not full-time employees and usually teach only one course per semester.
Full-time equivalent (FTE) students	This enrollment figure is used to reflect the educational services provided by the college. The total number of credits for which students are enrolled is divided by some constant representing a normal full-time student load. For the purposes of this report, four credits represent a normal full-time student load during the summer session and fifteen credits represent a normal full-time load during the fall and spring semster for a total of 34 credits for a total year.[1]
Student Credit Hour (SCH)	A student credit hour represents instruction for one hour per week for fifteen weeks, or the equivalent.

[1]This figure is the result of an agreement between the Commission on Postsecondary Education and the University of Alaska effective January, 1978.

Non-Credit Contact Hour	A non-credit contact hour represents fifteen hours of instruction.[2]
Adult Basic Education (ABE)	Adult Basic Education contact hours are also computed by accumulating the total number of hours the students actually spend in the classroom and dividing by fifteen.

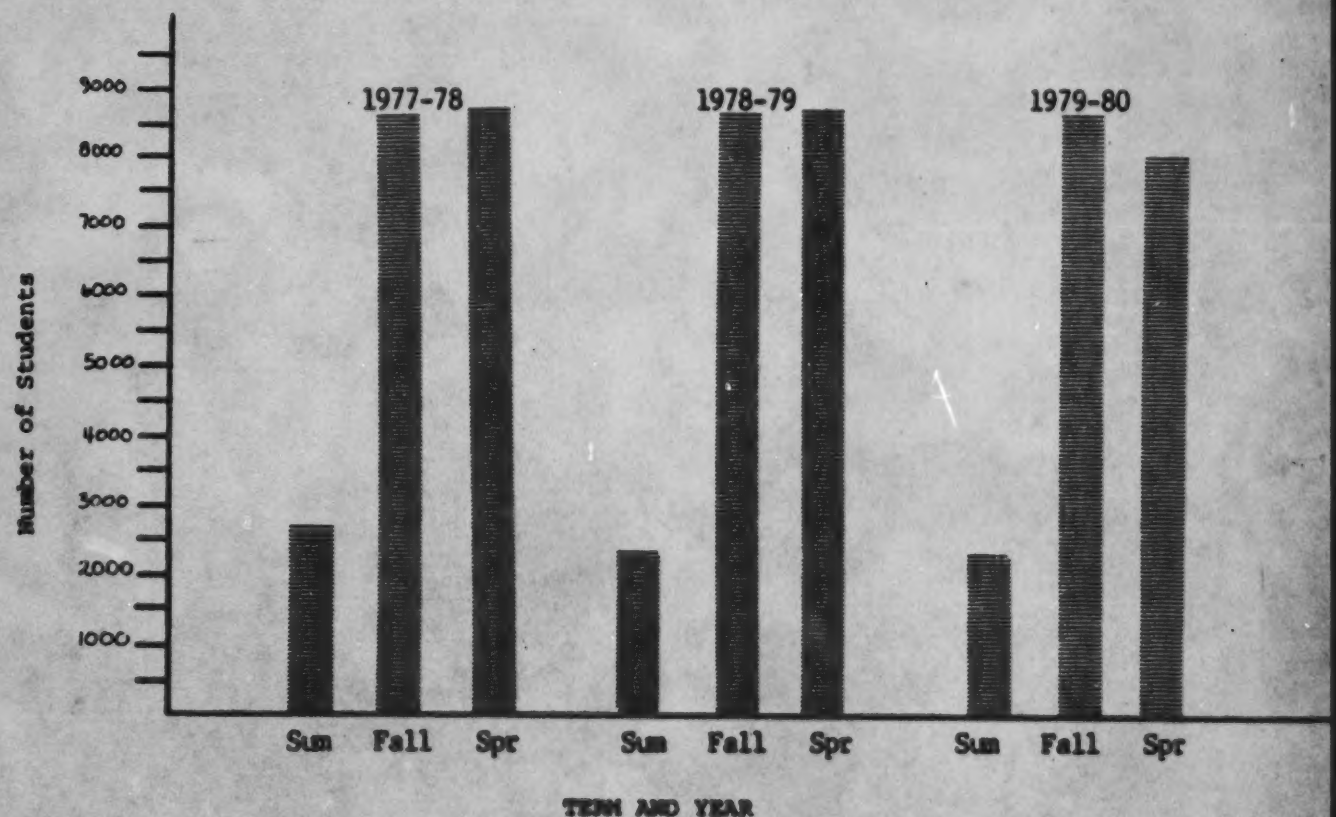
[2]This computation is consistent with that used by University of Alaska Office of Institutional Planning.

ANCHORAGE COMMUNITY COLLEGE

I. STUDENT ENROLLMENT INFORMATION

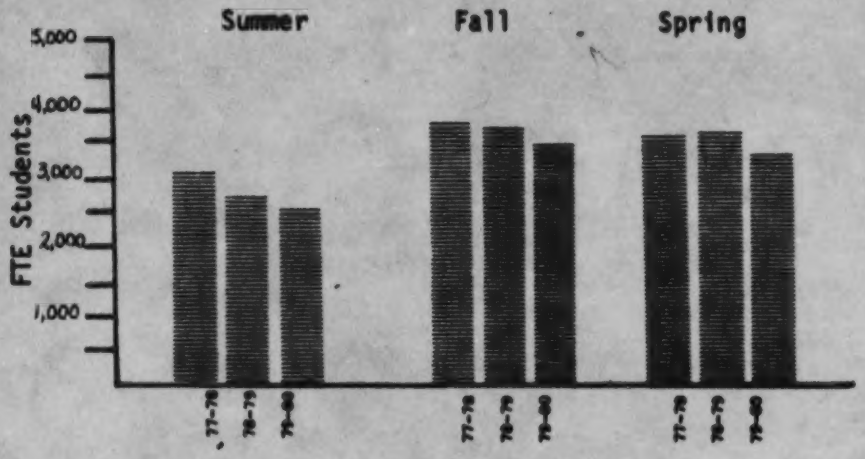
A. Full-time and part-time student attendance at the College from 1977 through 1980.

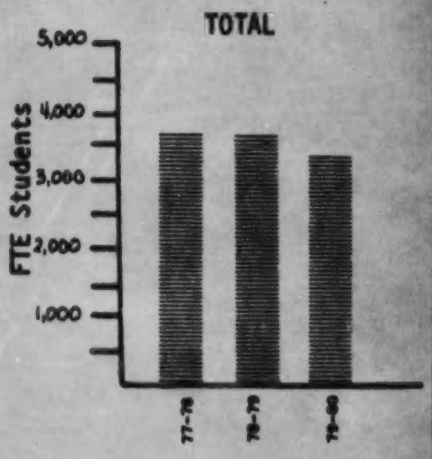
	1977-78			1978-79			1979-80		
	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr
Full-time	N/A					1,302	166	1,151	1,271
Part-time						7,446	2,174	7,521	6,779
TOTAL	2,733	8,646	8,741	2,353	8,729	8,748	2,340	8,672	8,050



B. Full-time Equivalent (FTE) students enrolled at the College from 1977 through 1980.

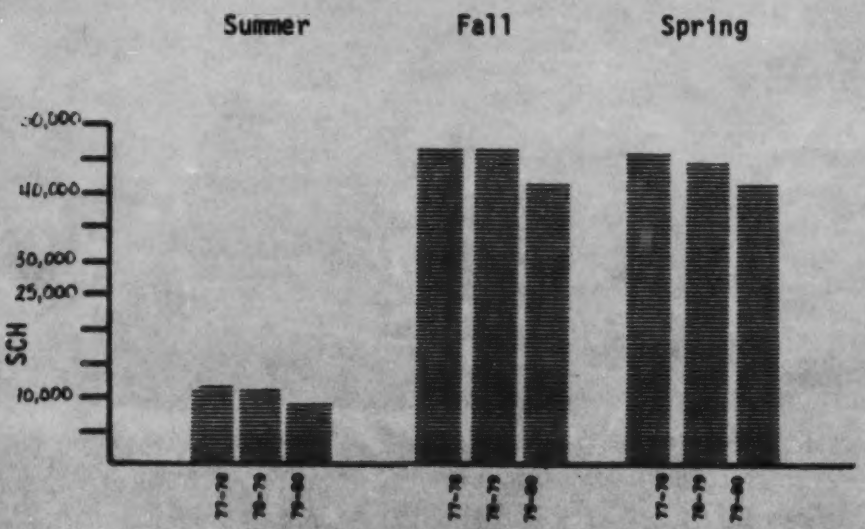
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
3,058	3,825	3,654	3,659	2,740	3,813	3,690	3,633	2,549	3,471	3,397	3,330

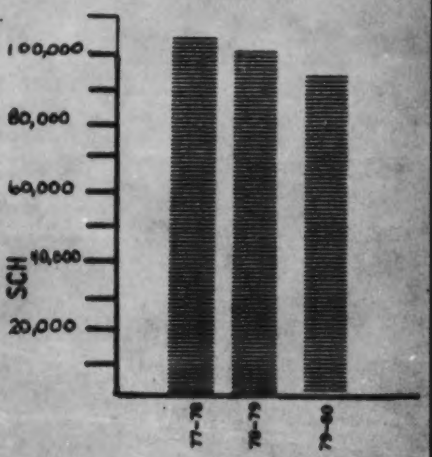




C. Student Credit Hours (SCH) generated by the College from 1977 through 1980.

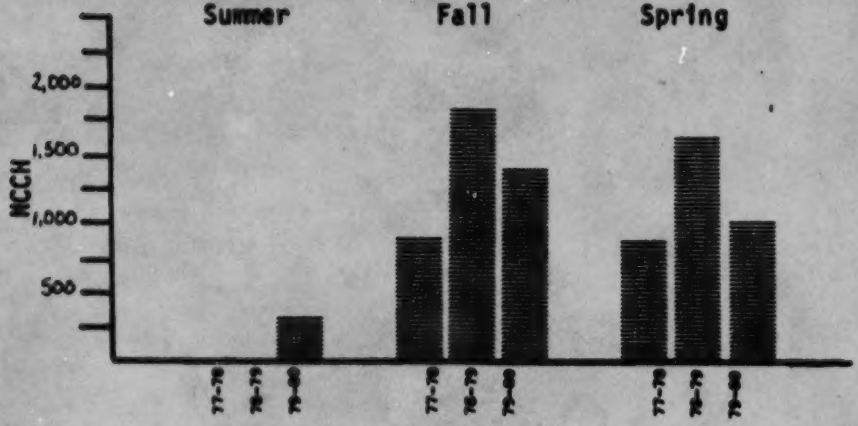
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
12,232	46,170	45,714	104,116	10,840	45,851	44,237	100,934	9,346	42,121	41,661	93,128

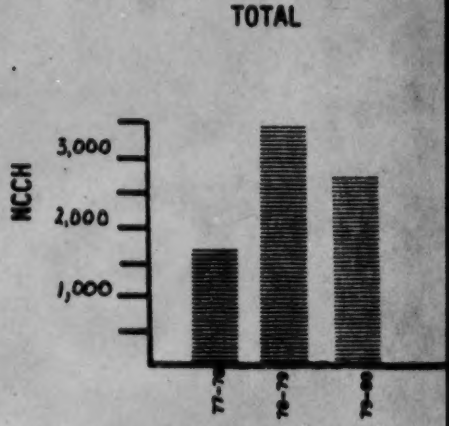




D. Non-credit Contact Hours (NCCH) generated by the College from 1977 through 1980.

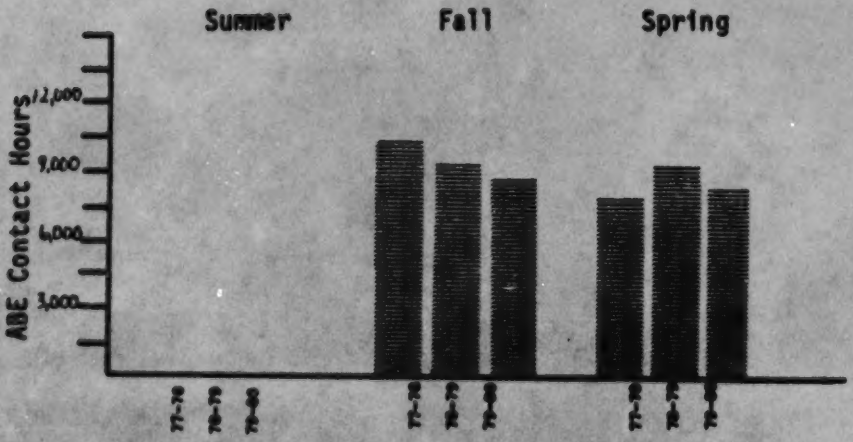
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	819	876	1,695	0	1,826	1,662	3,488	302	1,403	1,011	2,716

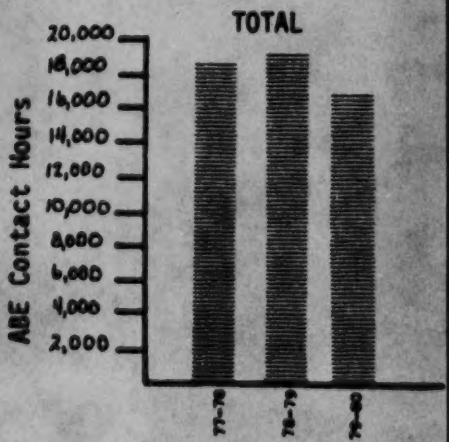




E. Adult Basic Education (ABE) contact hours generated by the College from 1977-1980.

1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	10,389	8,215	18,604	118	9,518	9,451	19,087	546	8,543	8,283	17,372

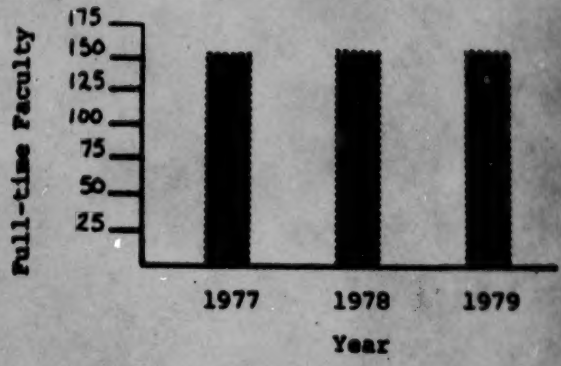




II. FACULTY INFORMATION

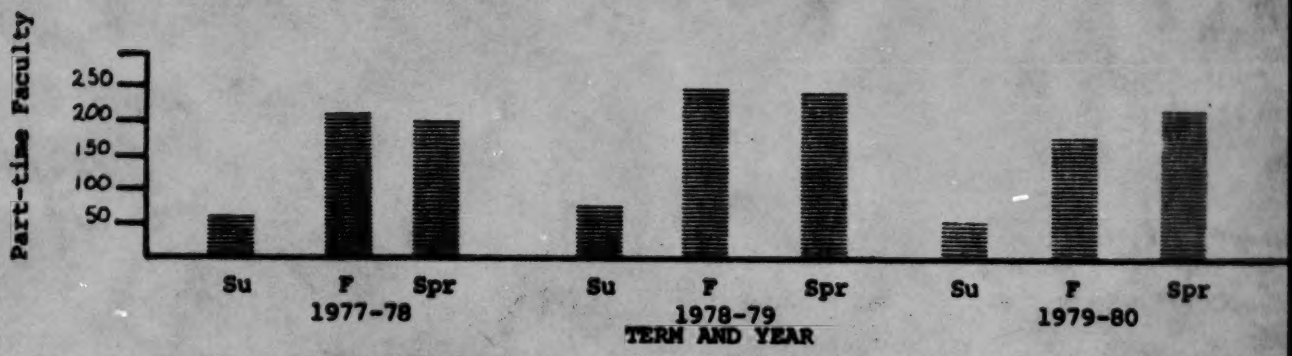
A. Full-time faculty employed during the fall semesters from 1977 through 1979.

1977	1978	1979
155	156	154

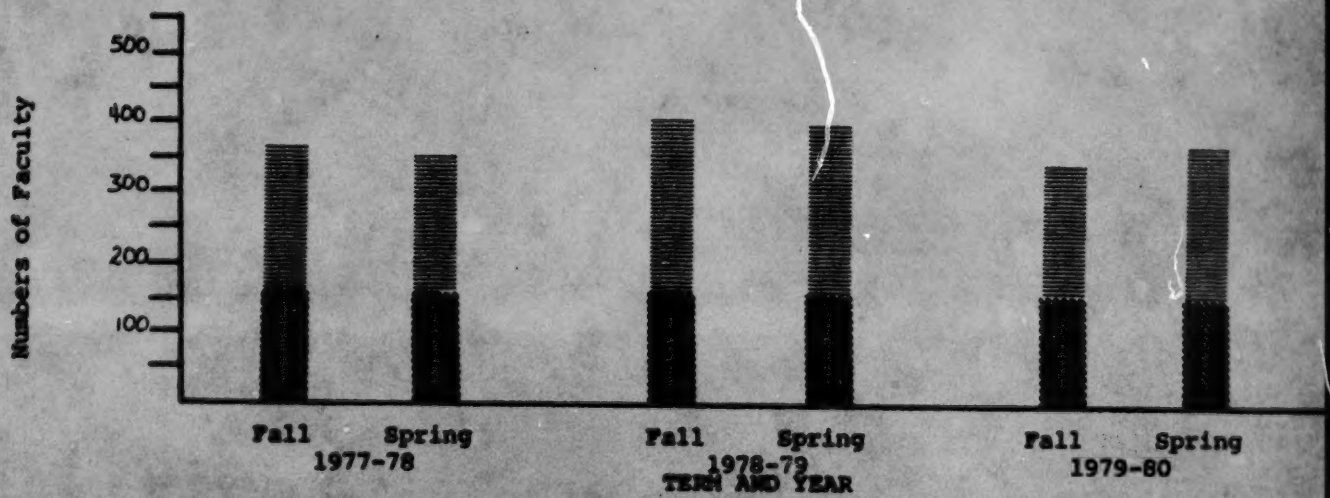


B. Part-time faculty employed from 1977 through 1980.

1977-78			1978-79			1979-80		
Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
63	204	192	73	242	239	57	180	213



C. Proportion of full-time and part-time faculty in the fall and spring semesters from 1977 through 1980.



COMMUNITY COLLEGE: Anchorage

III: CURRICULUM DATA

A. Degrees Offered and/or Awarded as of June 30, 1978-1980

Titles of Programs Offered		Number Awarded		
		1978	1979	1980
Accounting		12	12	11
Air Traffic Control		10	10	8
Airframe & Powerplant Technology		1	-	3
Anthropology		2	1	-
Art		5	6	2
Auto Technology		-	3	4
Aviation Administration		3	2	4
Aviation/Aviation Maintenance		-	-	-
Banking		-	-	-
Biological Sciences		1	2	1
Business Administration		24	19	27
Chemistry		-	1	-
Computer Information Systems		4	1	11
Corrections		-	-	-
Dental Assisting		4	3	4
Dental Hygiene		8	6	8
Diesel Technology		1	1	3
Drafting Technology		1	5	12
Early Childhood Development		3	1	3
Electronics Technology		14	11	17
English		2	4	2
Fire Science		11	8	8
Food Service Technology		3	5	1
French		-	-	-
Geology		-	-	-
History		7	5	5
Home Economics		4	4	2
Humanities		1	2	1

COMMUNITY COLLEGE: Anchorage (cont.)

CURRICULUM DATA

Degrees Offered and/or Awarded as of June 30, 1978-1980

Titles of Programs Offered		Number Awarded		
		1978	1979	1980
Law Science		2	2	1
Mathematics		3	3	5
Medical Assisting		3	2	2
Medical Laboratory Technology		6	9	4
Modern Languages		4	2	1
Music		1	2	-
Natural Sciences		6	6	7
Nursing Science		25	30	23
Office Occupations		-	5	13
Paramedical Technology		1	5	5
Police Administration		6	8	2
Political Science		1	-	-
Professional Piloting		7	6	13
Psychology		7	16	12
Social Sciences		9	5	13
Sociology and Social Work		12	2	12
Surveying Technology		7	5	5
Spanish		-	-	-
Theater Arts		-	-	-
Welding/Materials Technology		1	1	1
Business Education		-	-	2
Business Administration--Mid-Management		2	-	2
Business Administration--Real Estate		1	-	-
Justice		-	1	-
Refrigeration and Heating		4	-	-
Secretarial Studies		7	4	-
Sociology--Social Services Concentration		3	-	-
Grand Totals:		239	226	261

COMMUNITY COLLEGE: Anchorage

CURRICULUM DATA

B. Certificates Offered and/or Awarded as of June 30, 1978-1980

Titles of Programs Offered		Number Awarded		
		1978	1979	1980
Airframe & Powerplant Technology		-	-	-
Architectural Drafting		-	10	4
Auto Technology		-	9	2
Aviation Maintenance		-	-	10
Dental Assisting		-	-	12
Diesel Technology		-	1	8
Drafting Technology		-	-	-
Electronics Technology		-	11	12
Food Service Technology		-	-	-
Medical Assisting		-	-	-
Nursing Science		-	-	-
Office Occupations		-	-	-
Practical Nursing		-	-	16
Welding Technology		-	-	-
Civil Engineering & Survey		-	-	12
Clerical Cluster		-	24	-
Mechanical & Electrical Drafting		-	3	1
Structural Drafting		-	12	9
High School Certificate		38	10	20
G.E.D.				750
Grand Totals		38	80	856

Note: During 1978 certificates were not reported centrally and during 1978 and 1979, G.E.D.'s were not.

C. A compilation of community service courses and one-time programs offered by all community colleges may be found on pages 87 through 107.

IV. LIBRARY INFORMATION

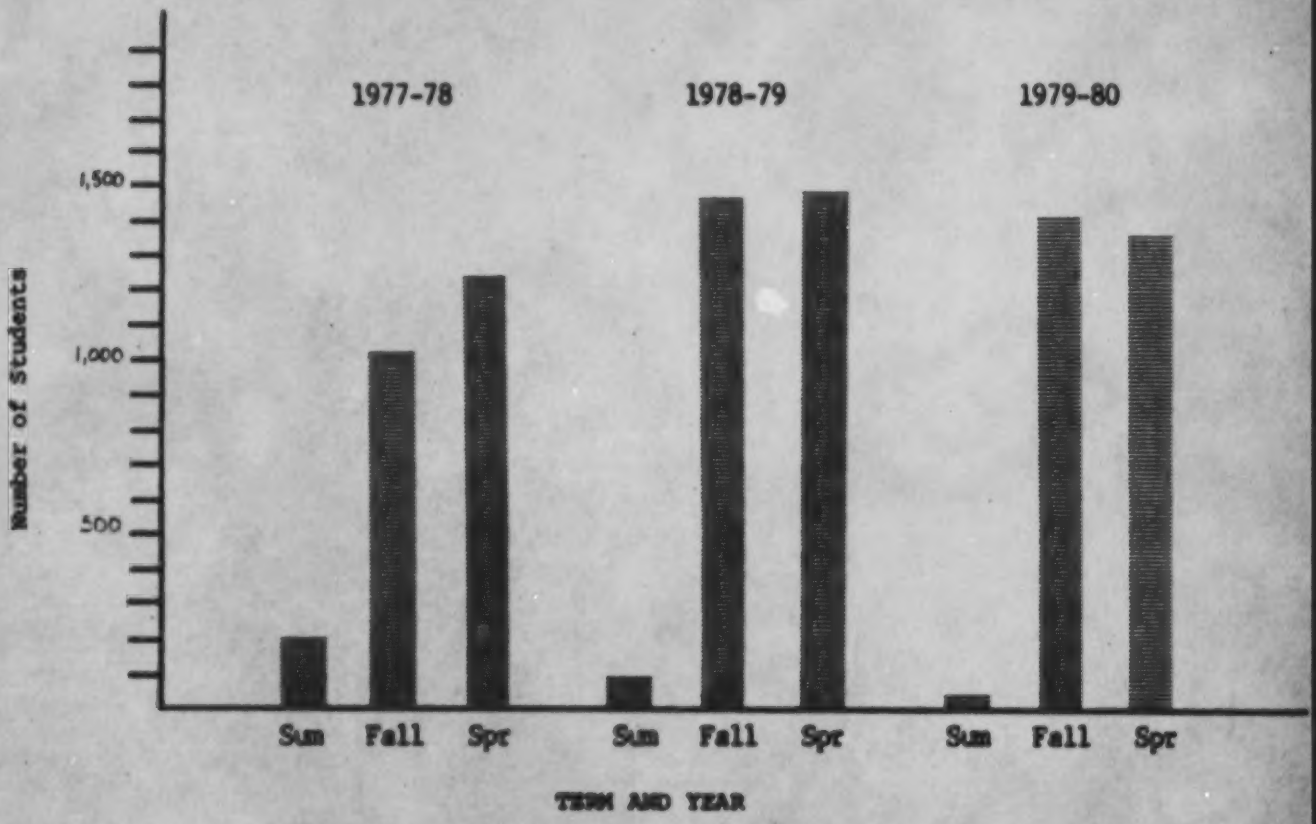
A. Numbers of books and other documents or materials available in the Fall of 1979.

Total Collection	Bookstock (# of volumes)	Documents	Microforms	Audio-Visuals	Other
485,218	204,431	90,946	174,529	8,274	7,033

I. STUDENT ENROLLMENT INFORMATION

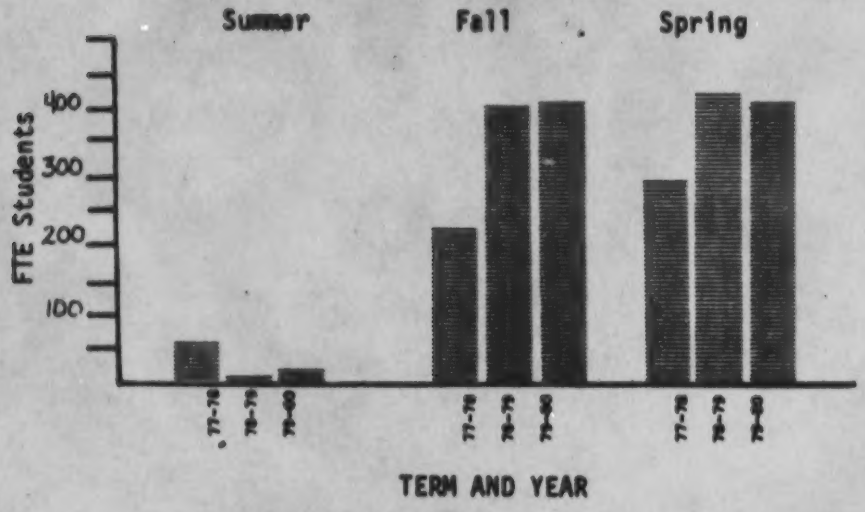
A. Full-time and part-time student attendance at the College from 1977 through 1980.

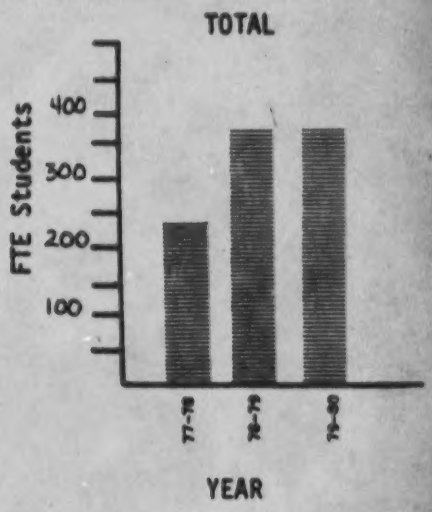
	1977-78			1978-79			1979-80		
	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr
Full-time	0	112	113	0	169	173	0	205	205
Part-time	210	917	1,138	100	1,301	1,311	54	764	1,155
TOTAL	210	1,029	1,251	100	1,470	1,484	54	1,419	1,360



B. Full-time Equivalent (FTE) students enrolled at the College from 1977 through 1980.

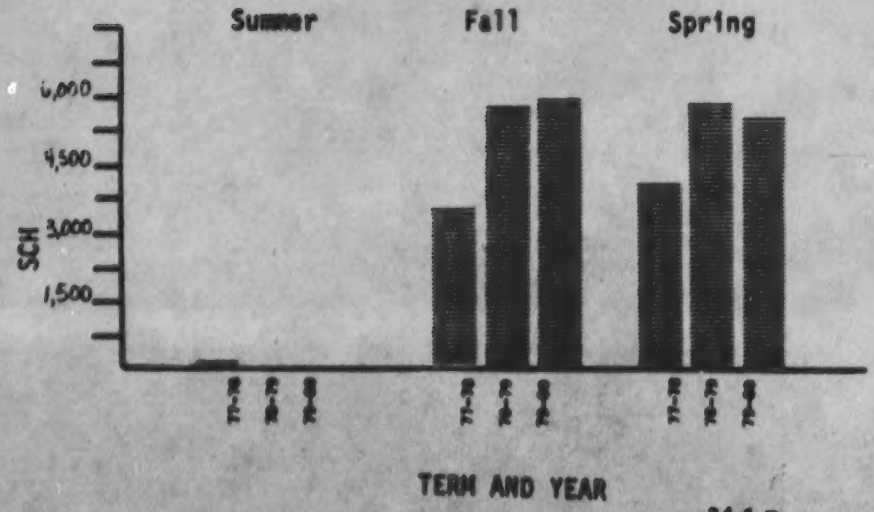
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
58	225	296	237	11	410	429	372	18	430	407	371

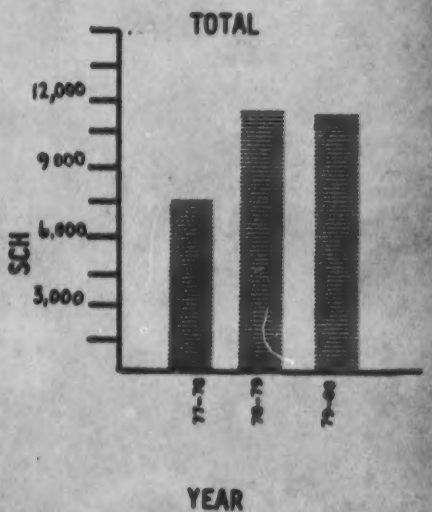




C. Student Credit Hours (SCH) generated by the College from 1977 through 1980.

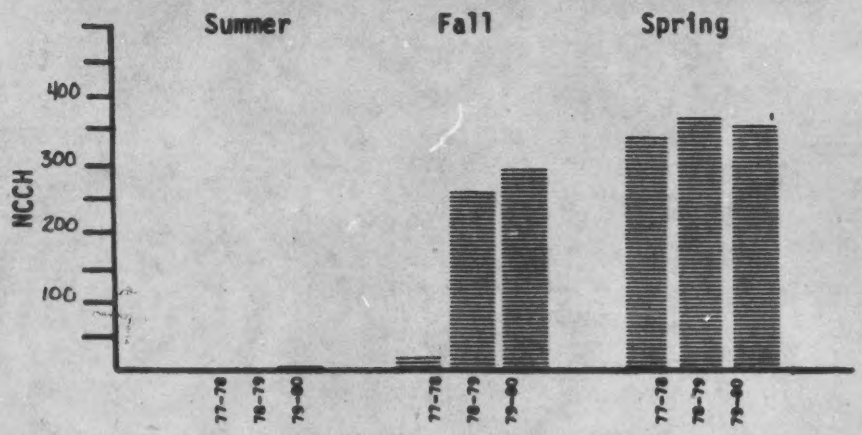
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
231	3,350	3,942	7,523	45	5,703	5,902	11,650	67	5,934	5,504	11,505

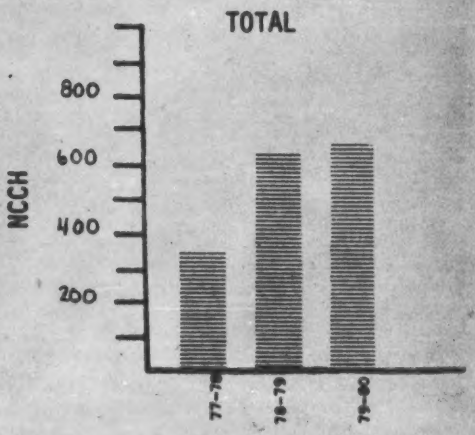




D. Non-credit Contact Hours (NCCH) generated by the College from 1977 through 1980.

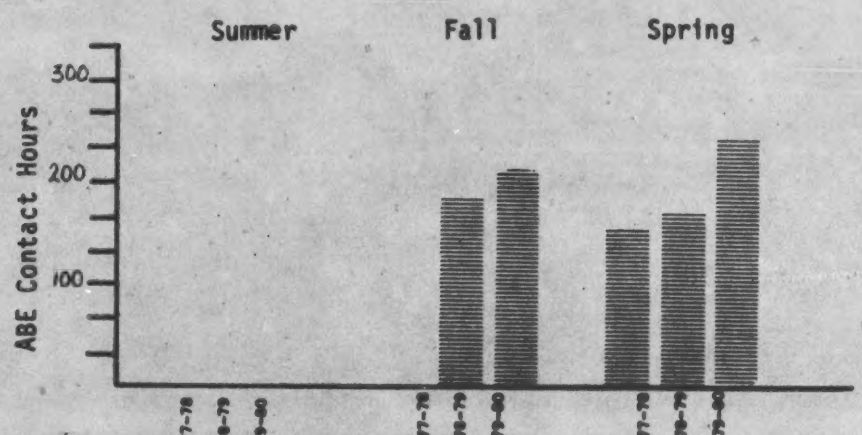
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	21	346	367	0	263	365	628	3	299	356	658

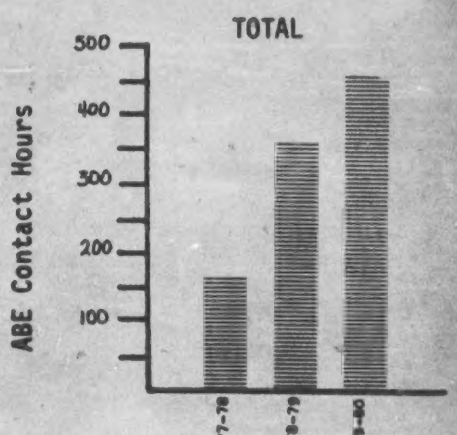




E. Adult Basic Education (ABE) contact hours generated by the College from 1977-1980.

1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	6	156	162	0	187	171	358	0	213	240	453

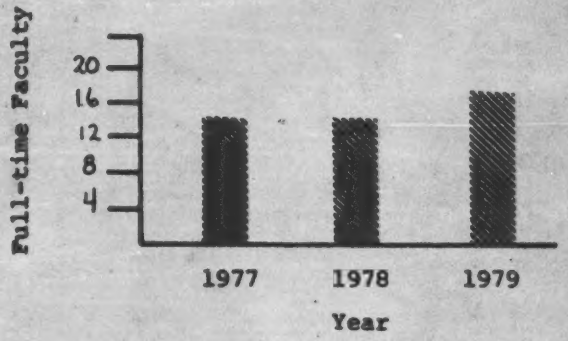




II. FACULTY INFORMATION

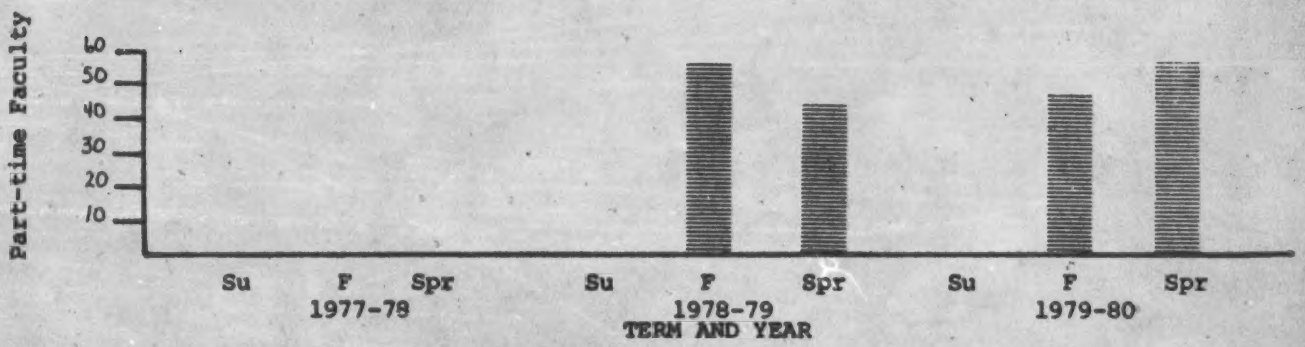
A. Full-time faculty employed during the fall semesters from 1977 through 1979.

1977	1978	1979
14	14	17

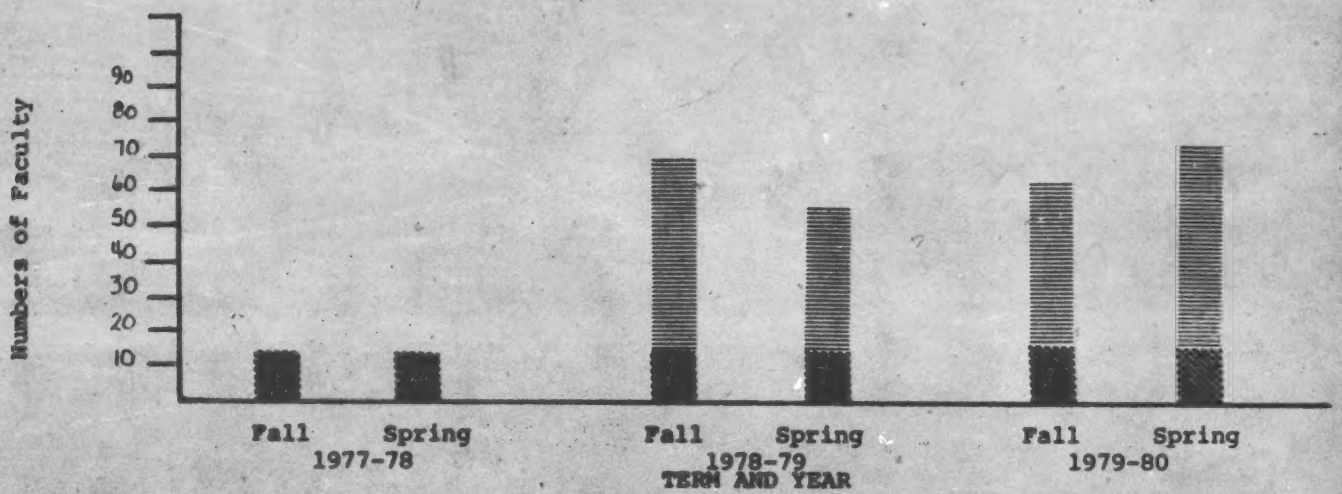


B. Part-time faculty employed from 1977 through 1980.

1977-78			1978-79			1979-80		
Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
N/A	N/A	N/A	N/A	56	43	N/A	46	56



C. Proportion of full-time and part-time faculty in the fall and spring semesters from 1977 through 1980.



III. CURRICULUM INFORMATION

A. Degrees offered and/or awarded from 1977-78 through 1979-80.

Titles of Programs Offered	Number Awarded 1978	1979	1980
Accounting			
Art	1		
Business			
Business Administration	1	1	
Business Management			
Electronics Technology	1		3
English			
Fire Science			
Humanities	1	2	1
Liberal Arts			
Mathematics			
Industrial Process Instrumentation		1	3
Natural Sciences	1	2	
Office Occupations		2	6
Petroleum Technology	8	3	22
Police Administration	4	1	
Social Sciences	4	2	7

B. Certificates offered and/or awarded from 1977-78 through 1979-80.

Titles of Programs Offered	Number Awarded 1978	1979	1980
Adult Education	61	78	73
Office Occupations	5	10	12
Petroleum Technology	3	11	7

C. A compilation of community service courses and one-time programs offered by all community colleges may be found on pages 87 through 107.

IV. LIBRARY INFORMATION

A. Numbers of books and other documents or materials available in the Fall of 1979.

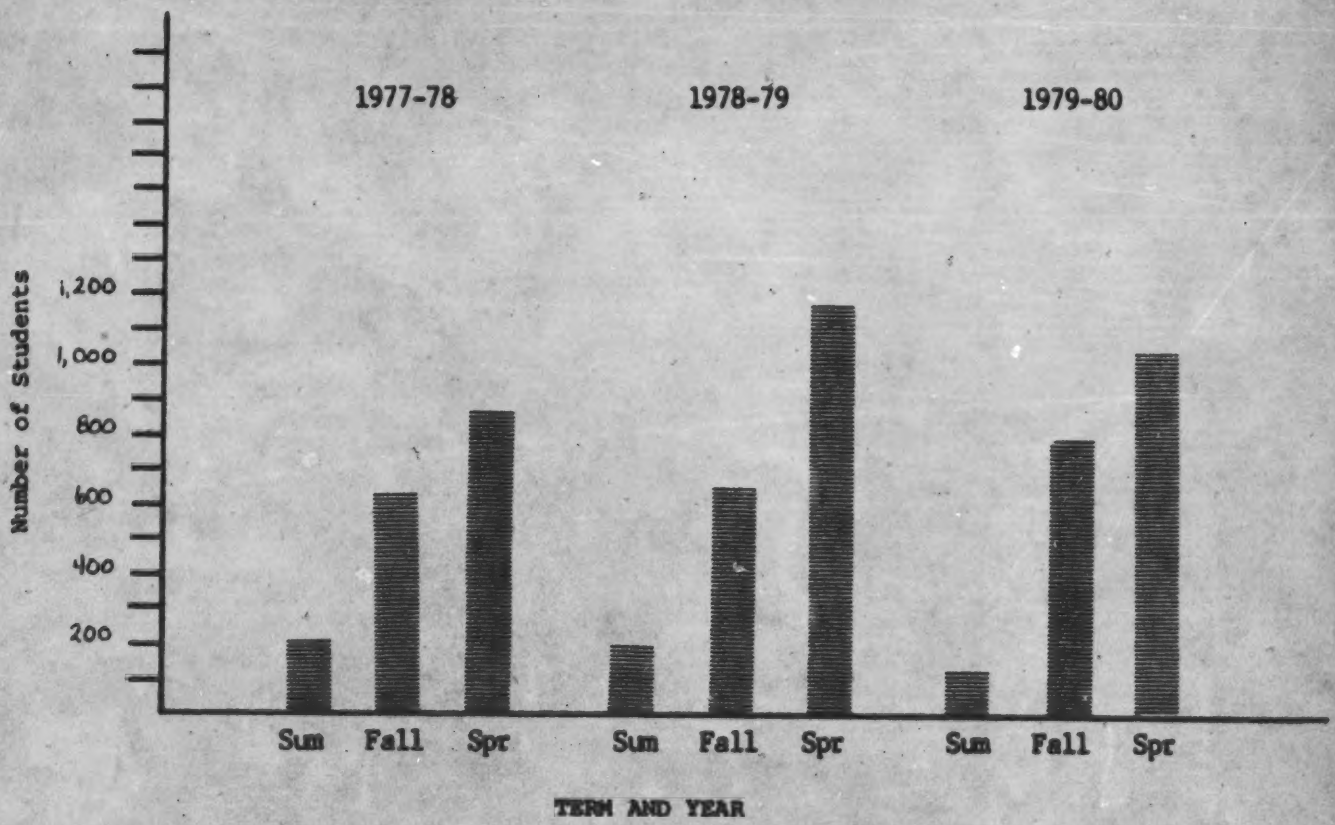
Total Collection	Bookstock (# of volumes)	Documents	Microforms	Audio-Visuals	Other
13,718	12,385		272	547	514

KETCHIKAN COMMUNITY COLLEGE

I. STUDENT ENROLLMENT INFORMATION

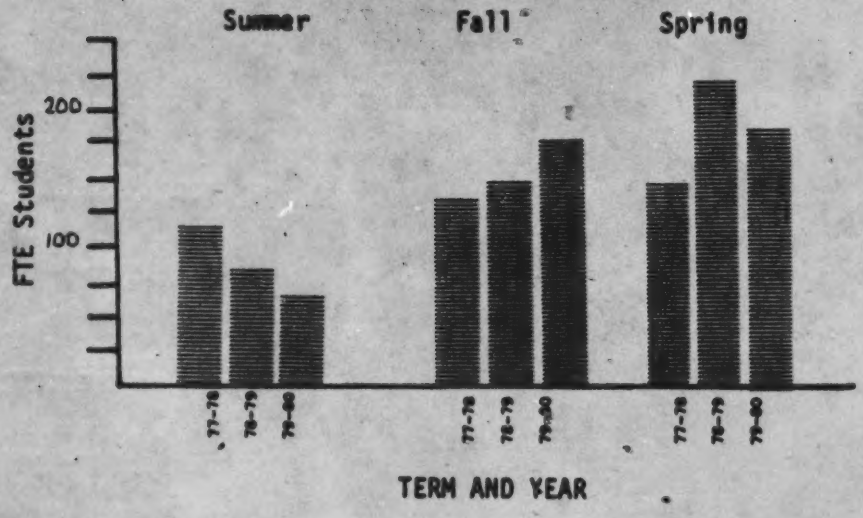
A. Full-time and part-time student attendance at the College from 1977 through 1980.

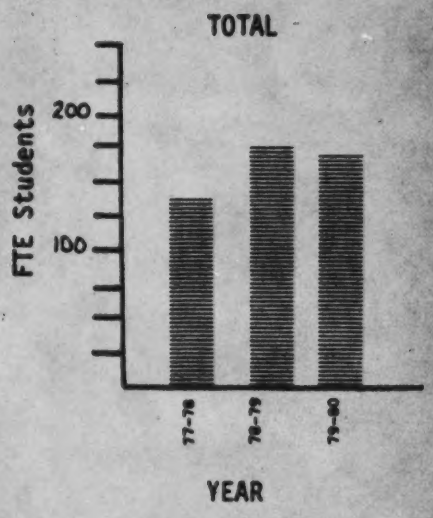
	1977-78			1978-79			1979-80		
	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr
Full-time	0	38	27	0	40	56	0	37	38
Part-time	211	605	841	200	622	1,135	131	758	1,006
TOTAL	211	643	868	200	662	1,191	131	795	1,044



B. Full-time Equivalent (FTE) students enrolled at the College from 1977 through 1980.

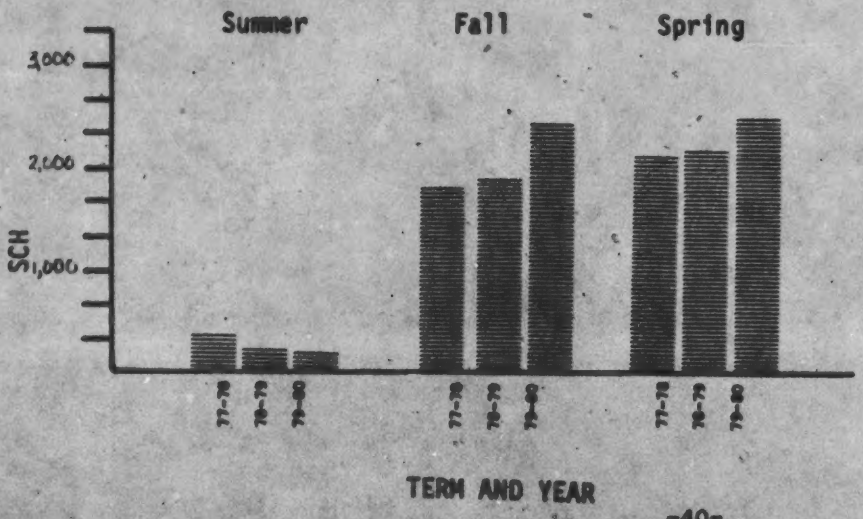
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
118	133	149	138	86	151	224	176	71	178	190	171

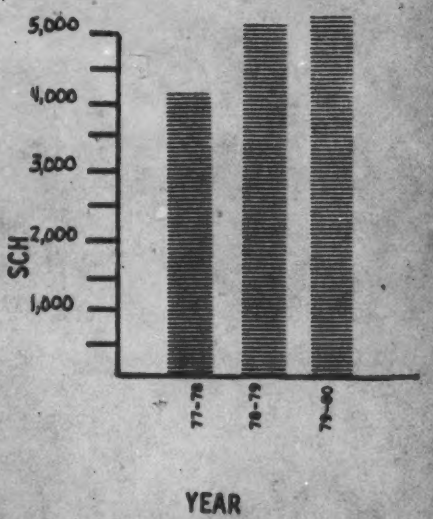




C. Student Credit Hours (SCH) generated by the College from 1977 through 1980.

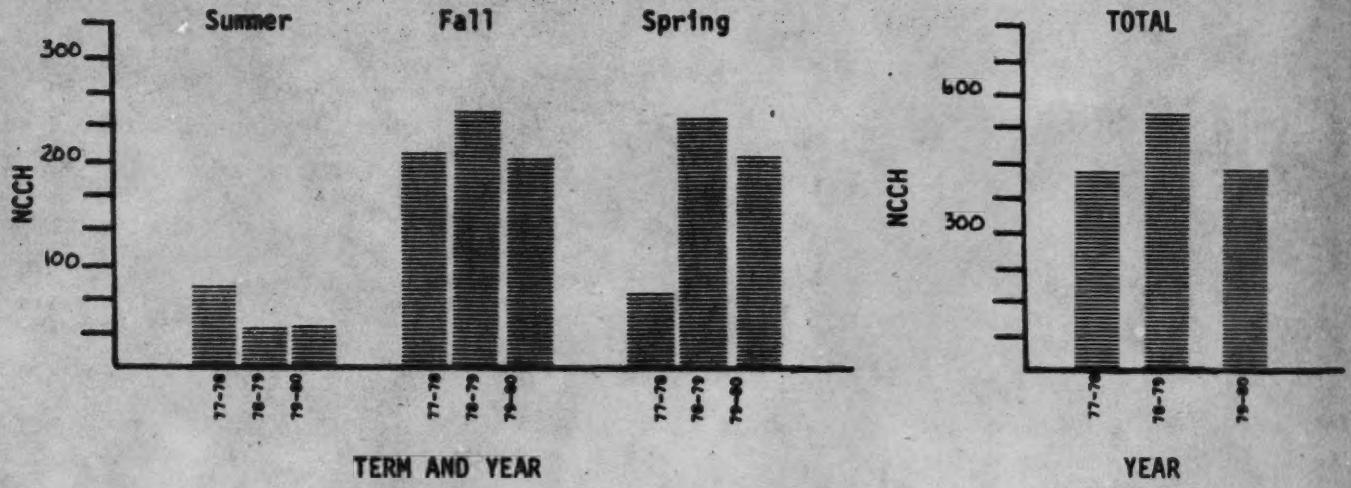
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
390	1,747	2,090	4,227	293	1,902	3,010	5,205	223	2,425	2,574	5,222





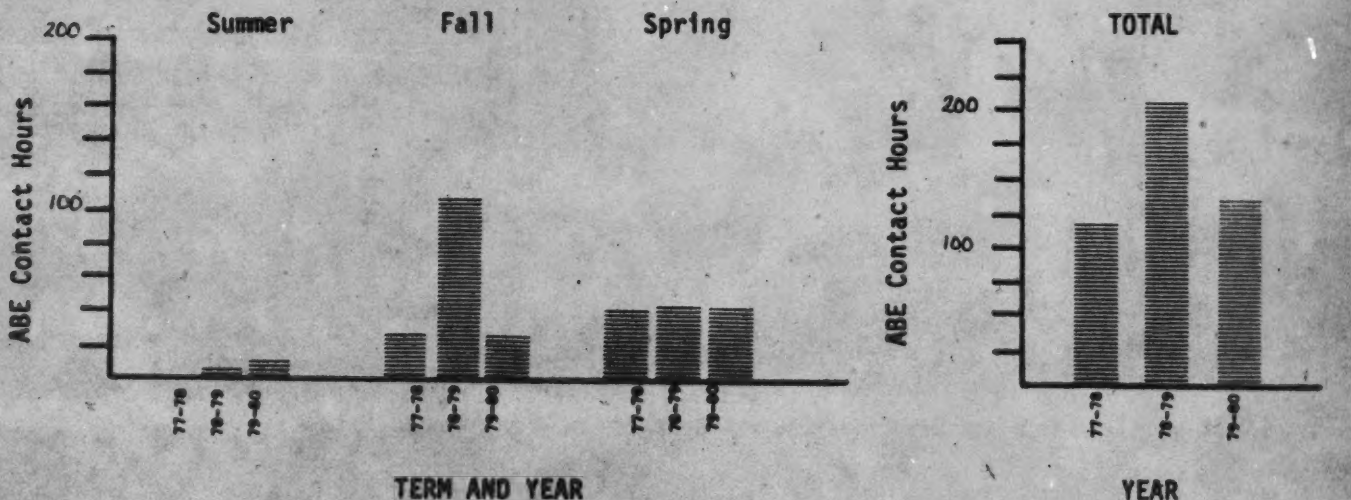
D. Non-credit Contact Hours (NCCH) generated by the College from 1977 through 1980.

1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
80	207	69	356	39	245	279	563	41	202	206	449



E. Adult Basic Education (ABE) contact hours generated by the College from 1977-1980.

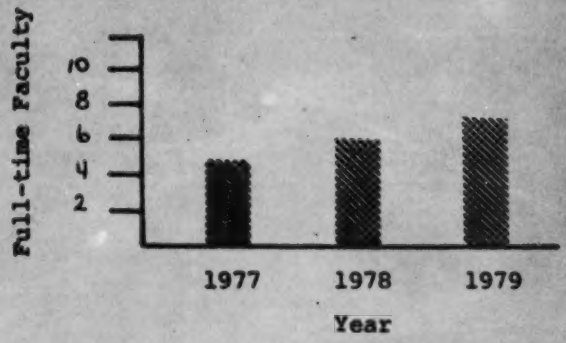
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	45	71	116	13	119	76	208	21	47	68	136



II. FACULTY INFORMATION

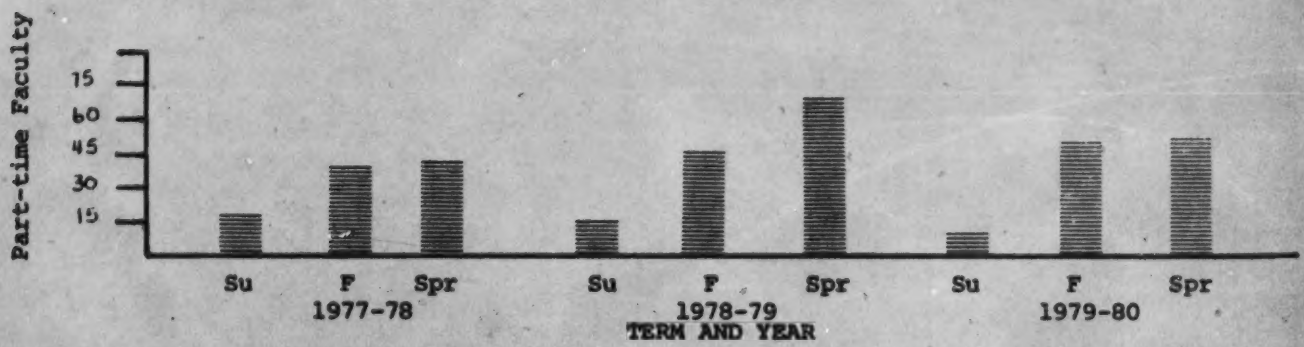
A. Full-time faculty employed during the fall semesters from 1977 through 1979.

1977	1978	1979
5	6	7

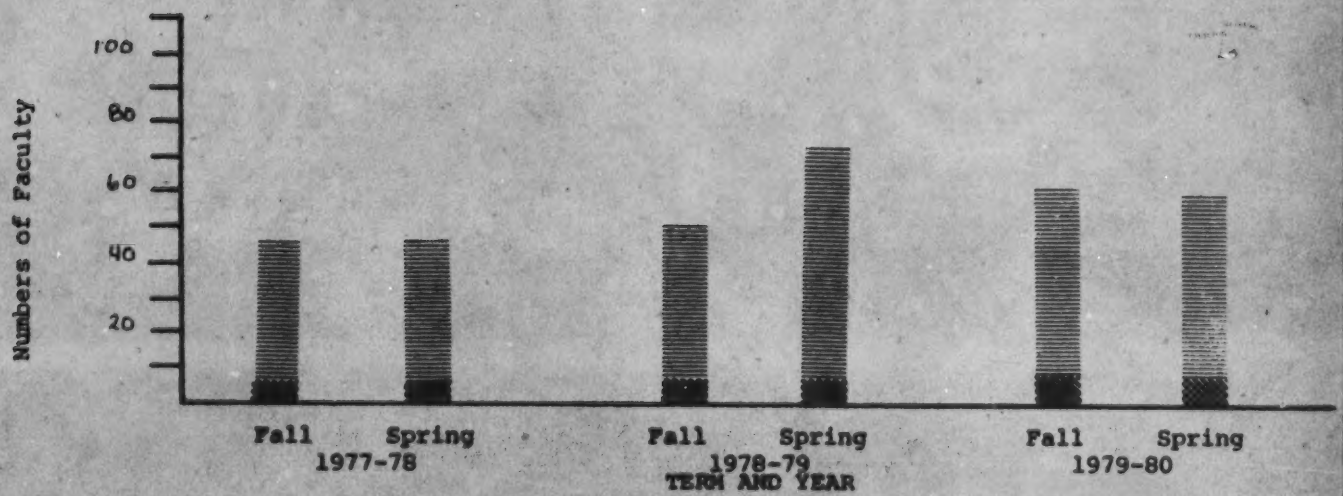


B. Part-time faculty employed from 1977 through 1980.

1977-78			1978-79			1979-80		
Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
16	40	42	15	46	68	9	55	53



C. Proportion of full-time and part-time faculty in the fall and spring semesters from 1977 through 1980.



III. CURRICULUM INFORMATION

A. Degrees offered and/or awarded from 1977-78 through 1979-80.

Titles of Programs Offered	Number Awarded 1978	1979	1980
Associate of Arts - Humanities			
Associate of Arts - Social Science	4	2	5
Associate of Arts - Secretarial Science	1	2	
Associate of Applied Science - Diesel Technology	1	1	1
Associate of Applied Science - Secretarial Science			

B. Certificates offered and/or awarded from 1977-78 through 1979-80.

Titles of Programs Offered	Number Awarded 1978	1979	1980
Diesel Technology	4	3	3
Stenographic			
Clerical			

C. A compilation of community service courses and one-time programs offered by all community colleges may be found on pages 87 through 107.

IV. LIBRARY INFORMATION

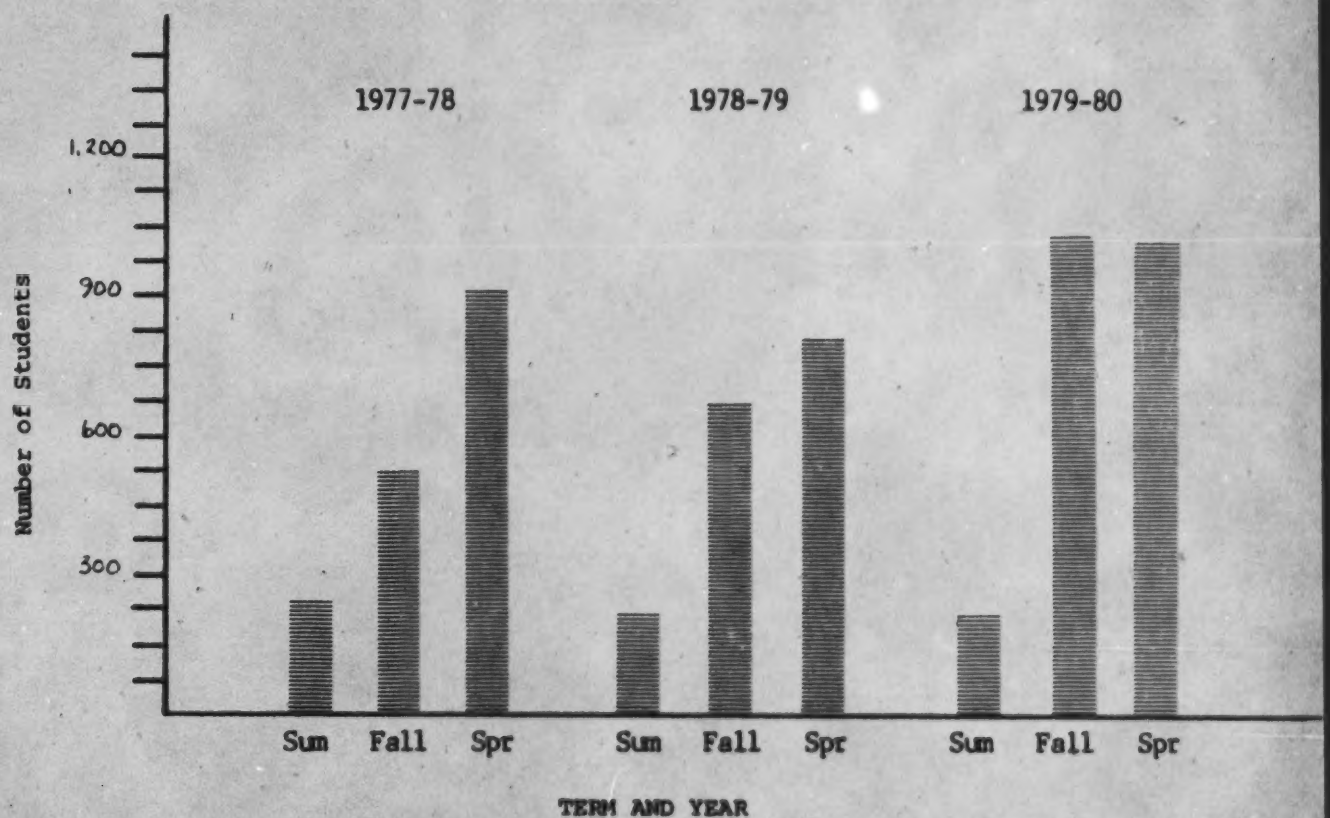
A. Numbers of books and other documents or materials available in the Fall of 1979.

Total Collection	Bookstock (# of volumes)	Documents	Microforms	Audio-Visuals	Other
27,388	26,081	668	37	482	120

I. STUDENT ENROLLMENT INFORMATION

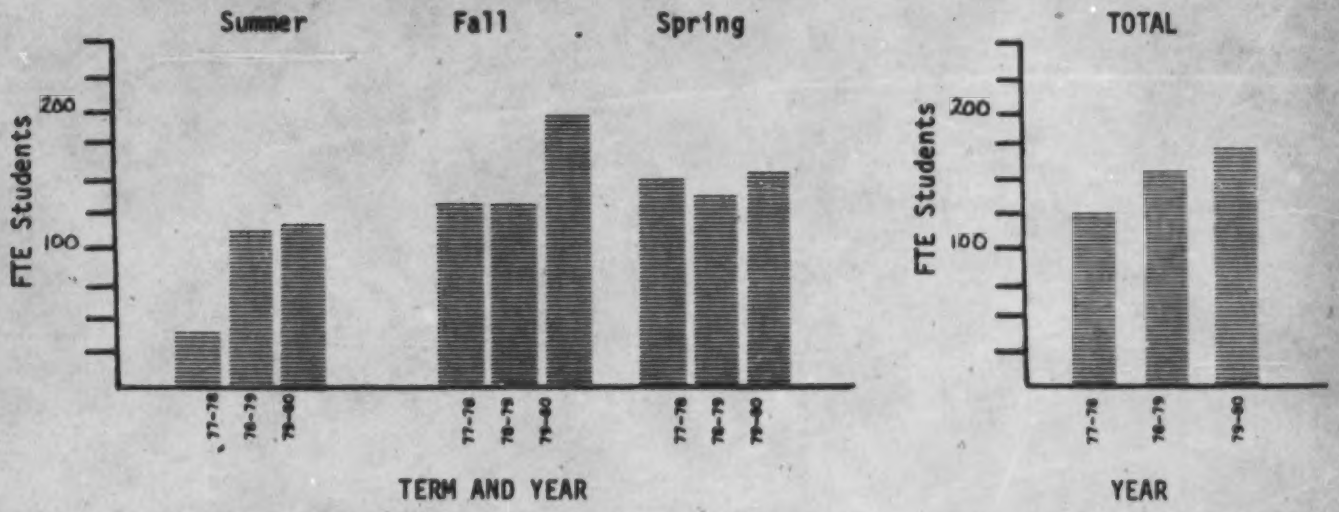
A. Full-time and part-time student attendance at the College from 1977 through 1980.

	1977-78			1978-79			1979-80		
	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr
Full-time	N/A	N/A	N/A	N/A	N/A	N/A	0	8	10
Part-time	N/A	N/A	N/A	N/A	N/A	N/A	202	1,024	996
TOTAL	251	526	910	195	670	798	202	1,032	1,006



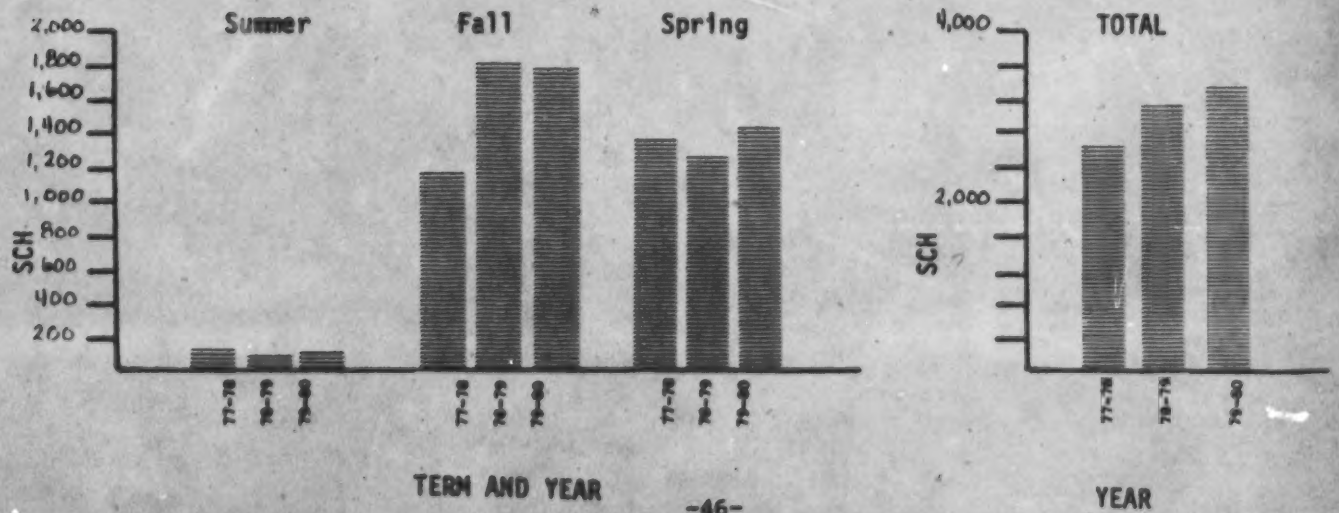
B. Full-time Equivalent (FTE) students enrolled at the College from 1977 through 1980.

1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
37	130	152	120	111	153	141	143	118	191	157	168



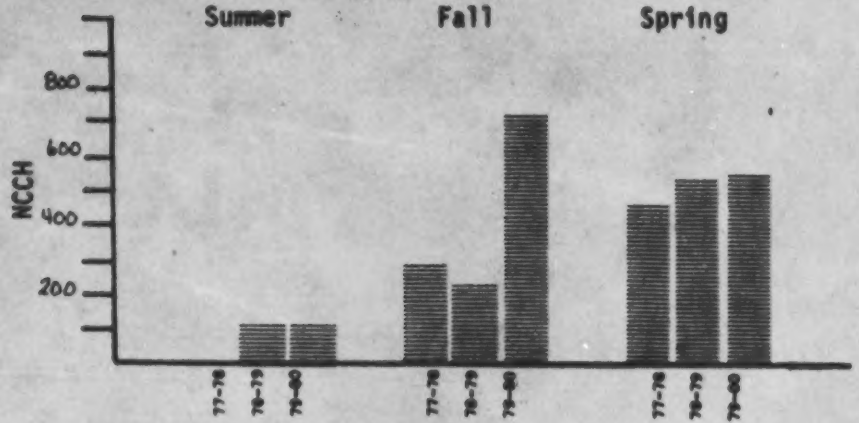
C. Student Credit Hours (SCH) generated by the College from 1977 through 1980.

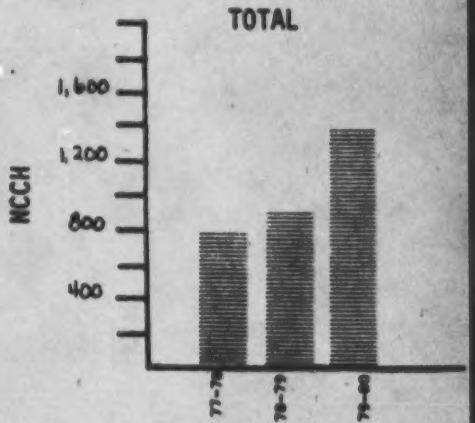
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
147	1,164	1,371	2,682	89	1,823	1,240	3,152	138	1,782	1,417	3,337



D. Non-credit Contact Hours (NCCH) generated by the College from 1977 through 1980.

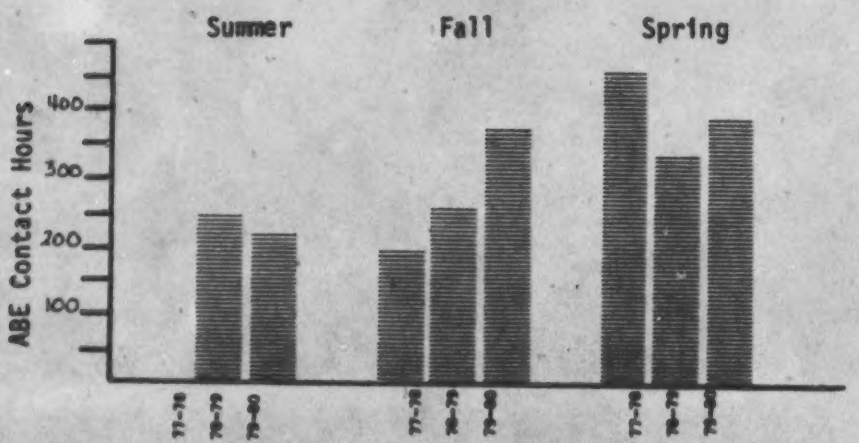
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	291	454	745	114	224	532	870	116	720	559	1,395

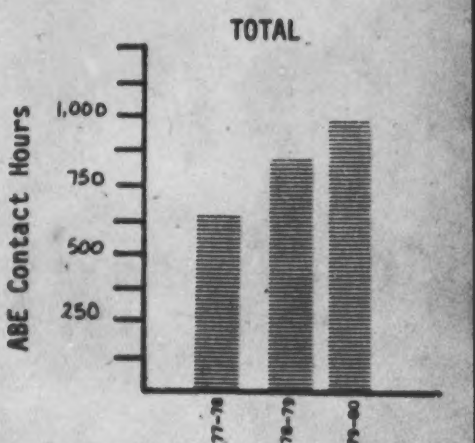




E. Adult Basic Education (ABE) contact hours generated by the College from 1977-1980.

1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	189	450	639	240	254	336	830	217	369	381	967

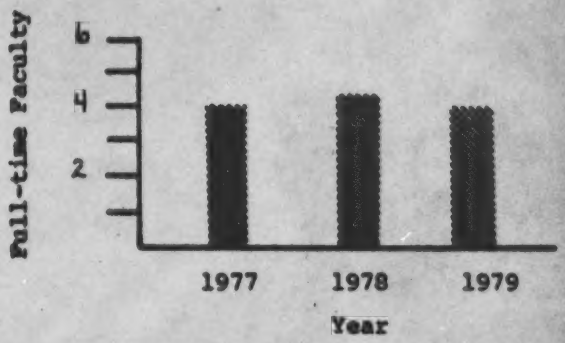




II. FACULTY INFORMATION

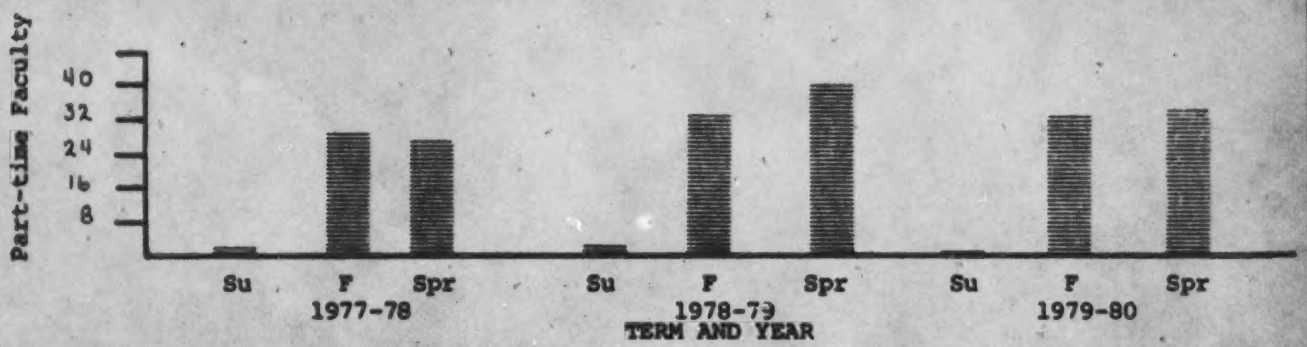
A. Full-time faculty employed during the fall semesters from 1977 through 1979.

1977	1978	1979
4	5	4

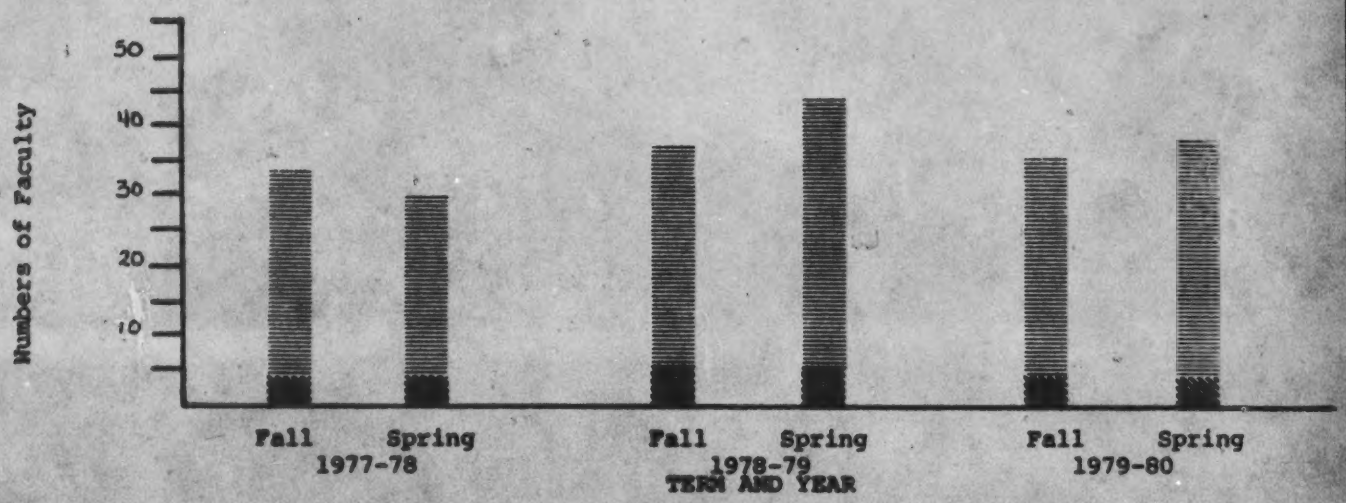


B. Part-time faculty employed from 1977 through 1980.

1977-78			1978-79			1979-80		
Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
2	29	26	3	32	39	1	32	34



C. Proportion of full-time and part-time faculty in the fall and spring semesters from 1977 through 1980.



III. CURRICULUM INFORMATION

A. Degrees offered and/or awarded from 1977-78 through 1979-80.

Titles of Programs Offered	Number Awarded 1978	1979	1980
Accounting	1		
Art			1
Biological Sciences			
Business			
Business Administration	1		
Humanities	1		
Justice			2
Natural Sciences			1
Office Occupations			1
Seafood Processing			
Social Sciences	1	1	4

B. Certificates offered and/or awarded from 1977-78 through 1979-80.

Titles of Programs Offered	Number Awarded 1978	1979	1980
Nurse's Aide		12	7
Cannery Maintenance - Basic Electricity	10		

C. A compilation of community service courses and one-time programs offered by all community colleges may be found on pages 87 through 107.

IV. LIBRARY INFORMATION

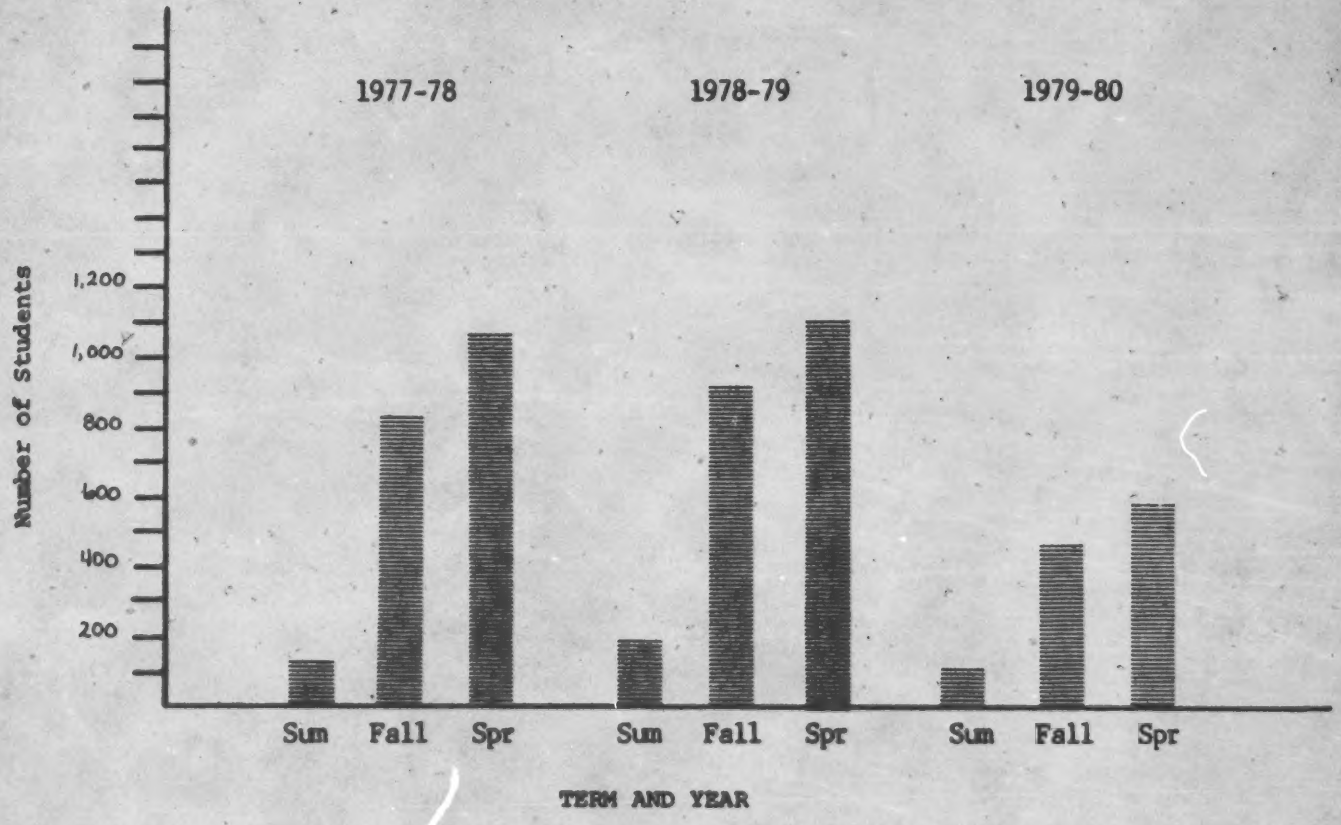
A. Numbers of books and other documents or materials available in the Fall of 1979.

Total Collection	Bookstock (# of volumes)	Documents	Microforms	Audio-Visuals	Other
17,657	10,640	338	1,665	4,766	248

I. STUDENT ENROLLMENT INFORMATION

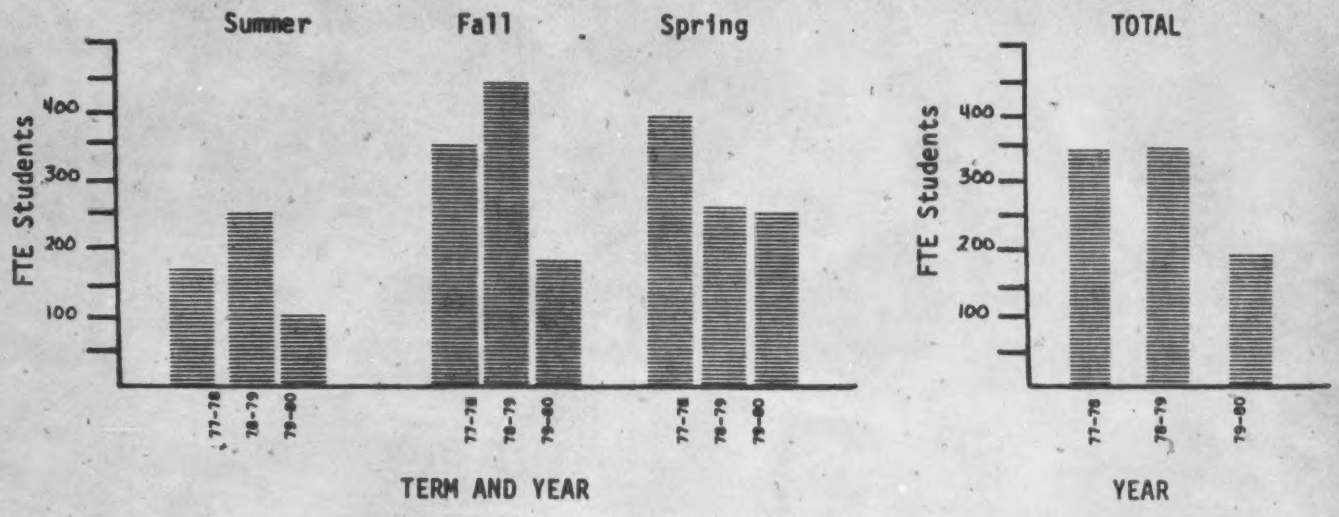
A. Full-time and part-time student attendance at the College from 1977 through 1980.

	1977-78			1978-79			1979-80		
	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr
Full-time	70	140	110	52	65	61	11	30	60
Part-time	60	686	961	136	844	1,041	98	437	525
TOTAL	130	826	1,071	188	909	1,102	109	467	585



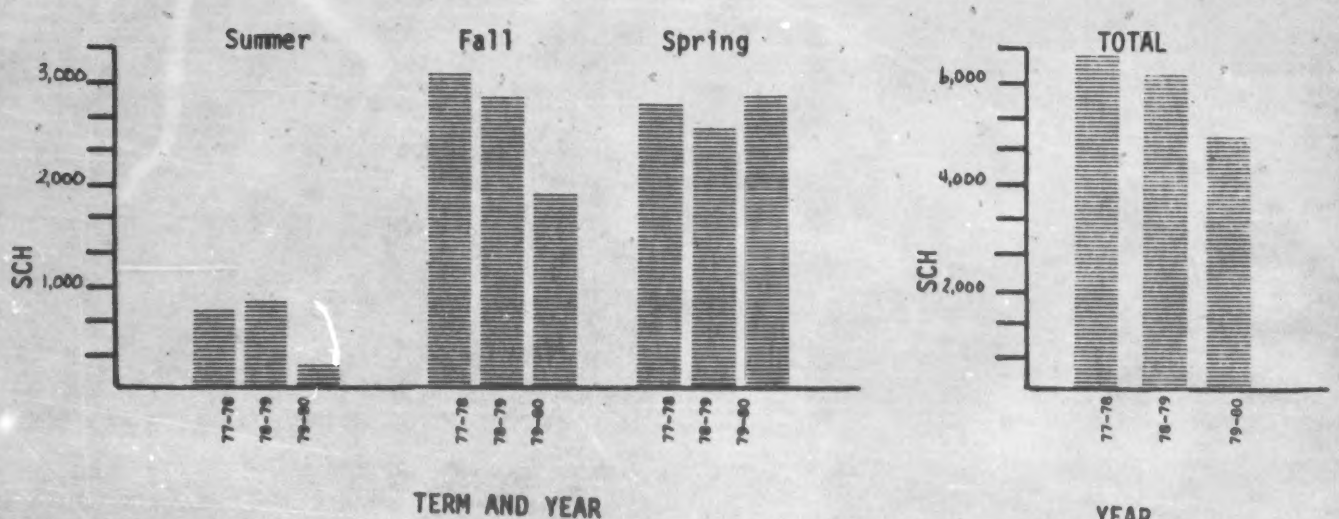
B. Full-time Equivalent (FTE) students enrolled at the College from 1977 through 1980.

1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
176	339	398	346	249	449	269	346	101	177	245	198



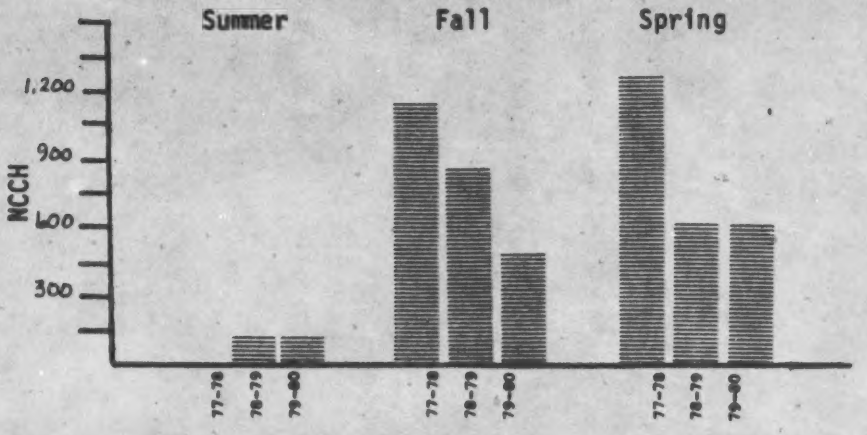
C. Student Credit Hours (SCH) generated by the College from 1977 through 1980.

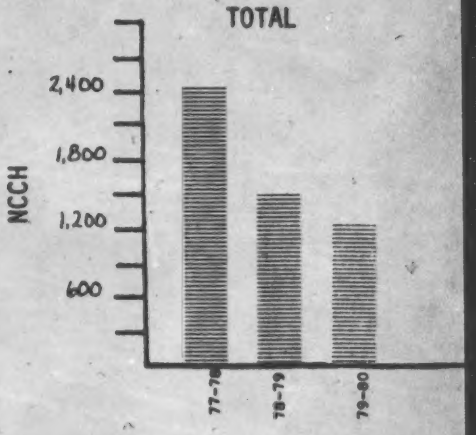
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
703	3,067	2,755	6,525	852	2,806	2,547	6,205	255	1,892	2,813	4,960



D. Non-credit Contact Hours (NCCH) generated by the College from 1977 through 1980.

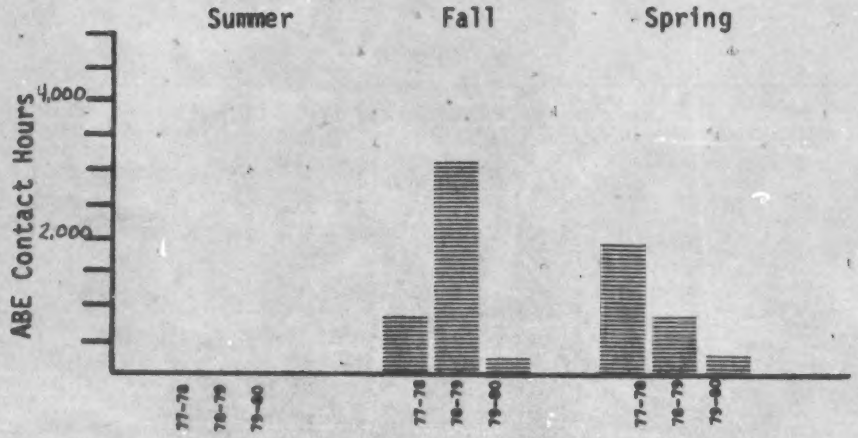
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	1,146	1,277	2,423	114	852	617	1,583	116	478	612	1,206

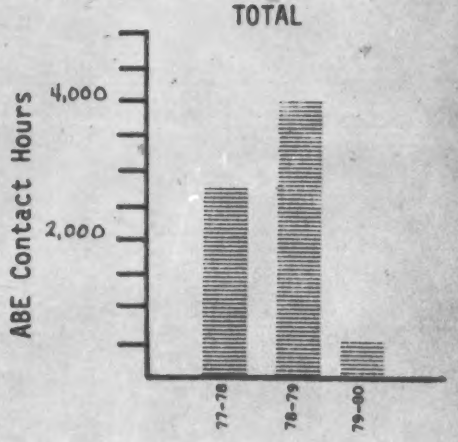




E. Adult Basic Education (ABE) contact hours generated by the College from 1977-1980.

1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	869	1,938	2,807	28	3,072	875	3,975	32	292	254	578

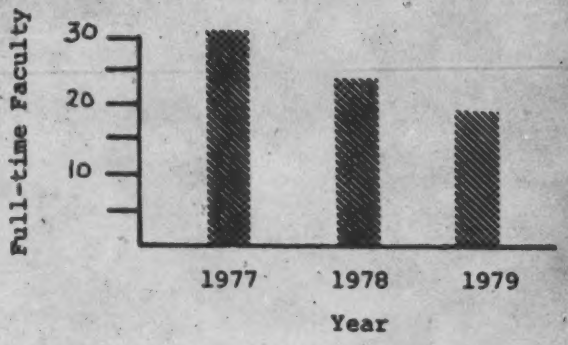




II. FACULTY INFORMATION

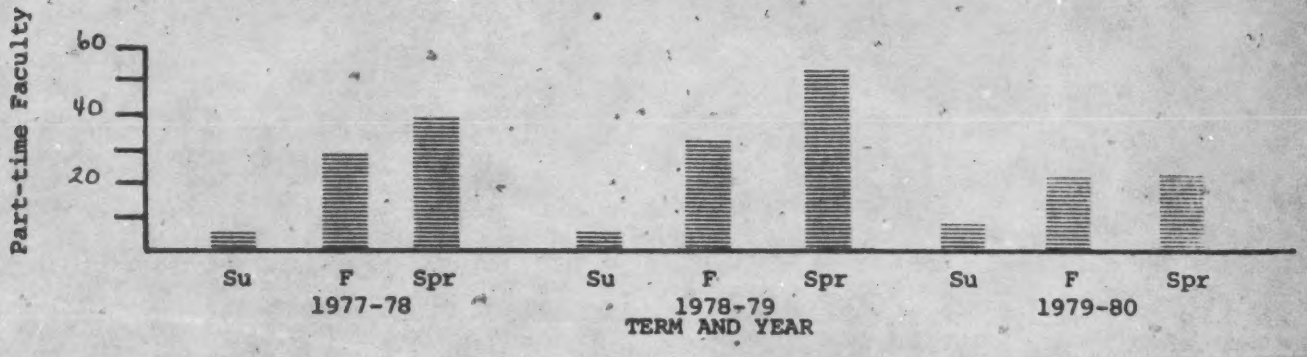
A. Full-time faculty employed during the fall semesters from 1977 through 1979.

1977	1978	1979
31	24	19

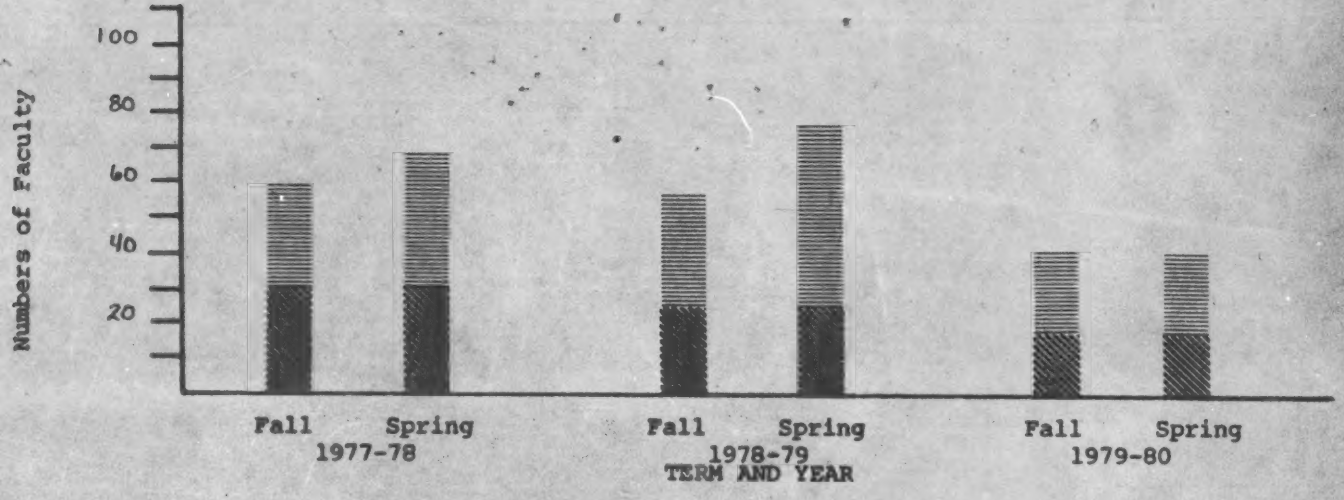


B. Part-time faculty employed from 1977 through 1980.

1977-78			1978-79			1979-80		
Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
5	28	39	5	33	53	7	23	24



C. Proportion of full-time and part-time faculty in the fall and spring semesters from 1977 through 1980.



III. CURRICULUM INFORMATION

A. Degrees offered and/or awarded from 1977-78 through 1979-80.

Titles of Programs Offered	Number Awarded 1978	1979	1980
Accounting			
Adult Education	2		
Behavioral Science		1	
Bilingual Education	8	5	2
Business			
Business Management		2	2
Early Childhool Management	1		1
Education	1		
Eskimo (Yupik)			
General Studies		1	3
Land and Resource Management	2	2	1
Office Occupations		1	
Psychology			
Public Administration			
Sociology	1		

B. Certificates offered and/or awarded from 1977-78 through 1979-80.

Titles of Programs Offered	Number Awarded 1978	1979	1980
Accounting			
Bookkeeping			
Building Maintenance	8		
Business		1	
Community Health Practice	3	11	20
Licensed Practical Nurse		3	
Office Occupations	4		3
Surveying	3		
Village Corporation Management			

C. A compilation of community service courses and one-time programs offered by all community colleges may be found on pages 87 through 107.

IV. LIBRARY INFORMATION

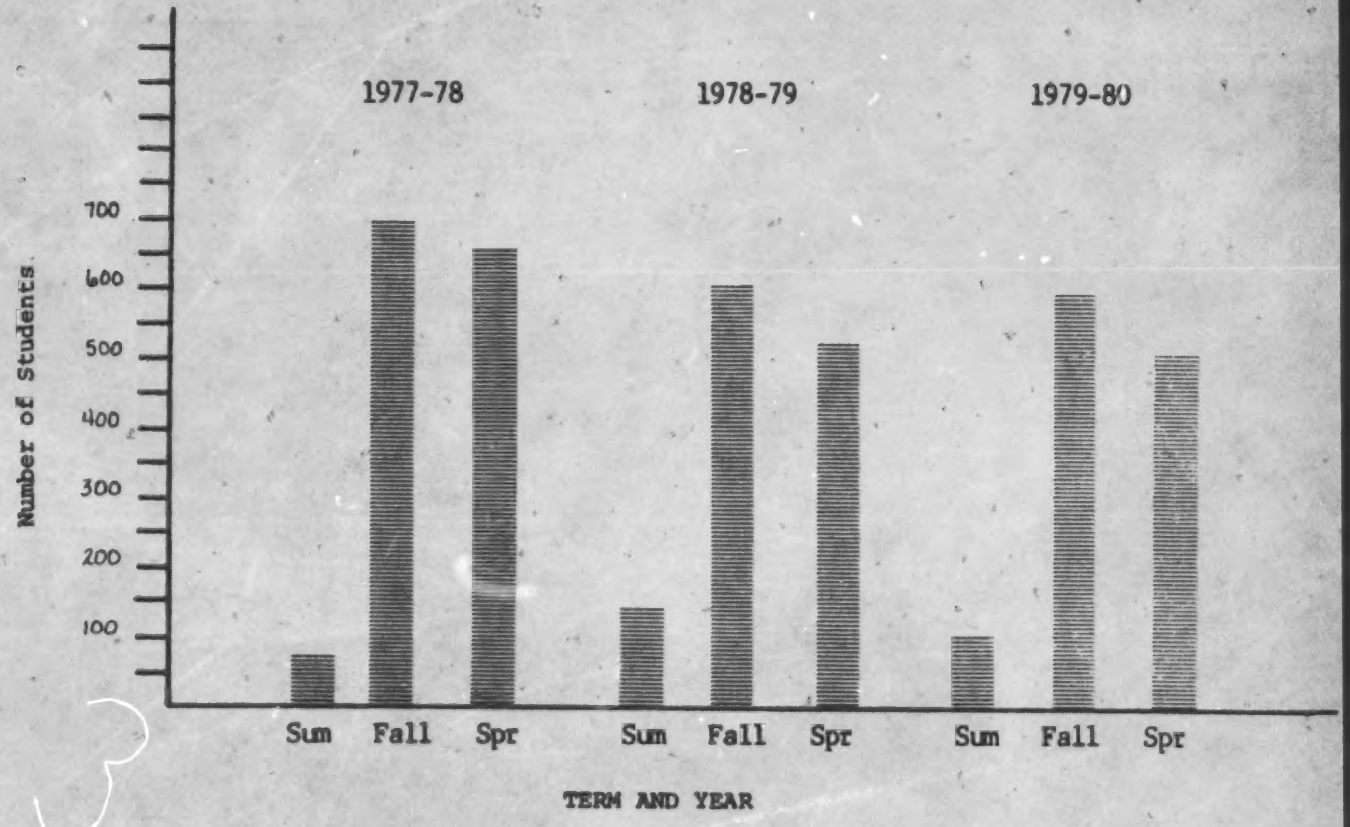
A. Numbers of books and other documents or materials available in the Fall of 1979.

Total Collection	Bookstock (# of volumes)	Documents	Microforms	Audio-Visuals	Other
18,705	10,156	4,595	13	1,288	2,653

I. STUDENT ENROLLMENT INFORMATION

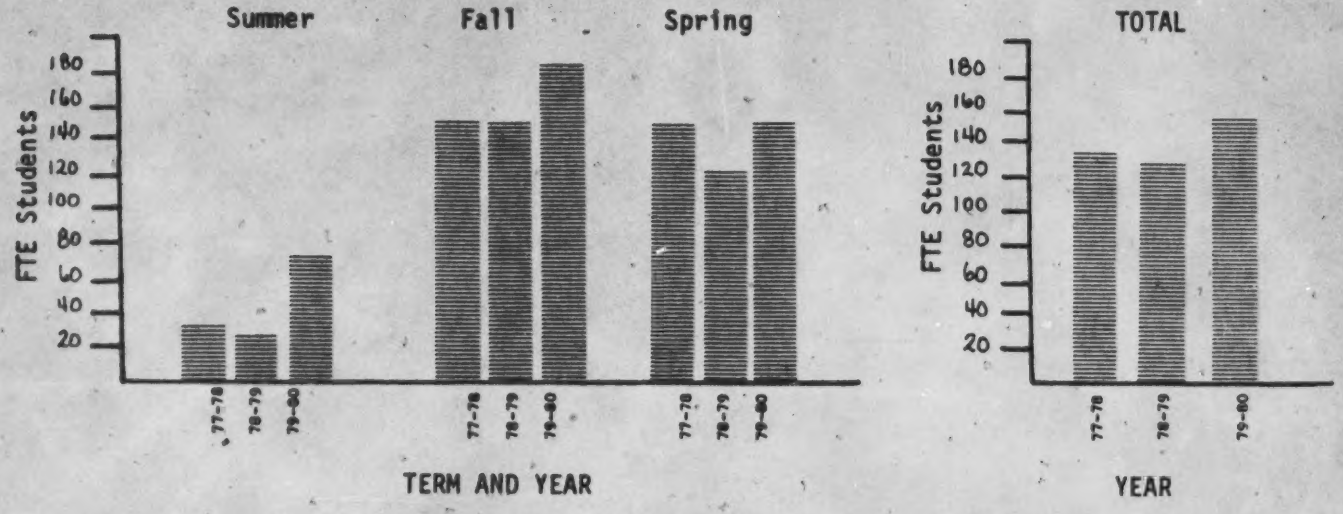
A. Full-time and part-time student attendance at the College from 1977 through 1980.

	1977-78			1978-79			1979-80		
	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr
Full-time	0	23	30	0	55	47	0	62	67
Part-time	72	669	625	138	559	482	102	539	438
TOTAL	72	692	655	138	614	529	102	601	505



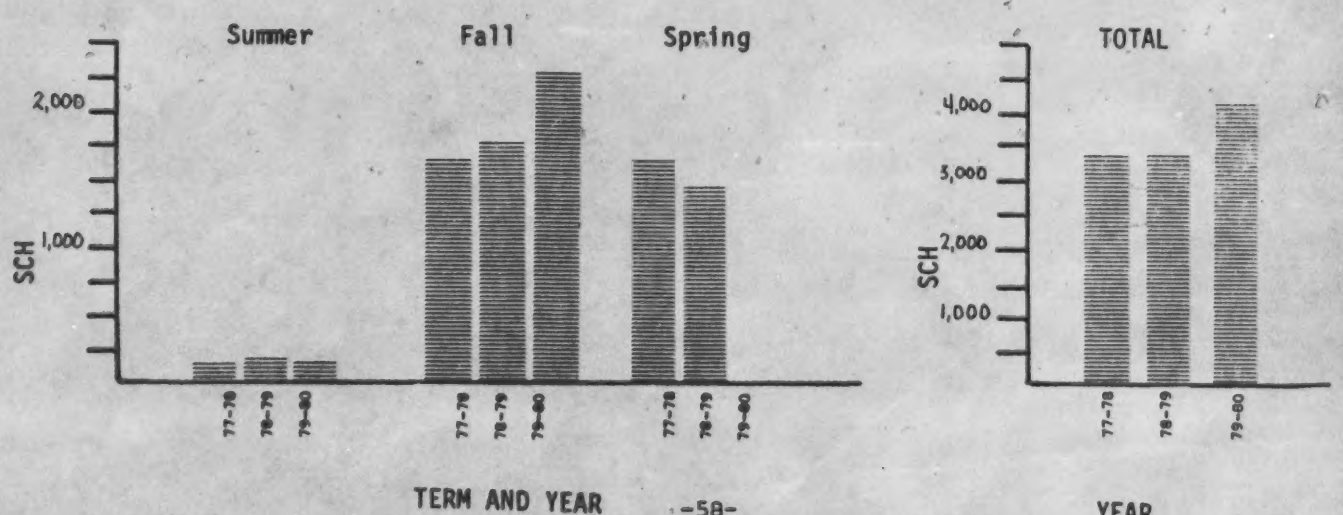
B. Full-time Equivalent (FTE) students enrolled at the College from 1977 through 1980.

1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
33	151	146	135	25	149	122	128	73	185	147	155



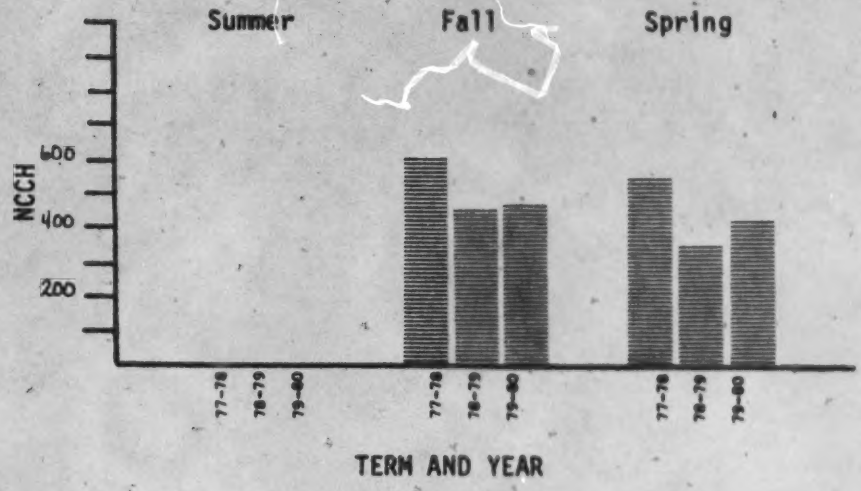
C. Student Credit Hours (SCH) generated by the College from 1977 through 1980.

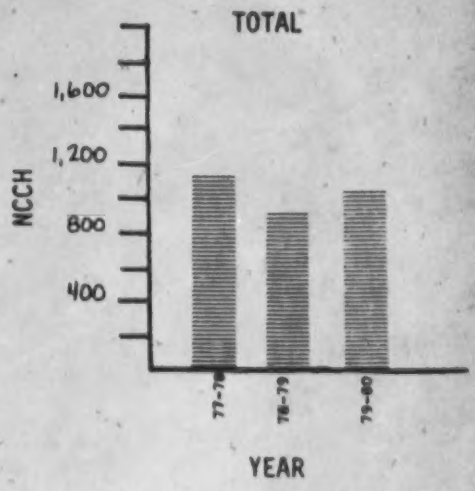
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
132	1,652	1,630	3,414	194	1,763	1,443	3,400	141	2,265	1,764	4,170



D. Non-credit Contact Hours (NCCH) generated by the College from 1977 through 1980.

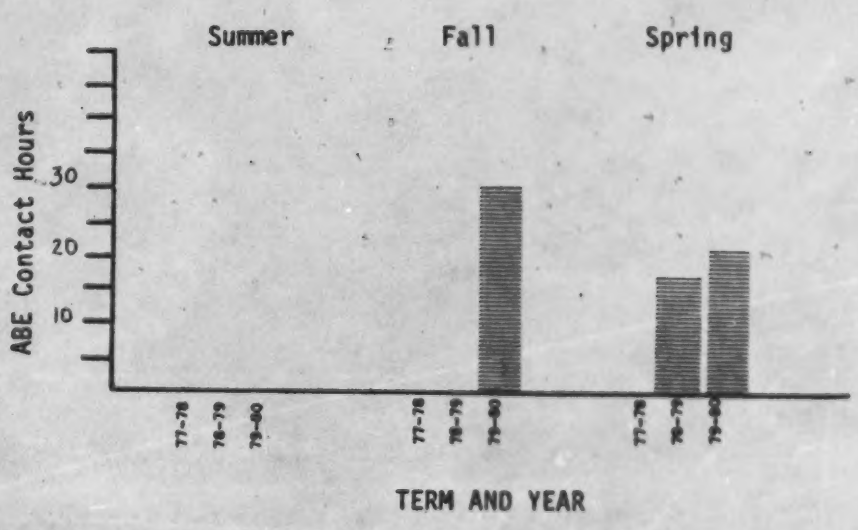
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	606	553	1,159	99	467	369	935	151	480	420	1,051

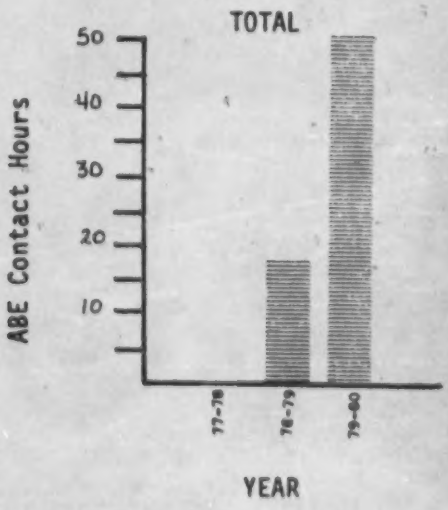




E. Adult Basic Education (ABE) contact hours generated by the College from 1977-1980.

1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	0	0	0	0	0	17	17	0	30	21	51

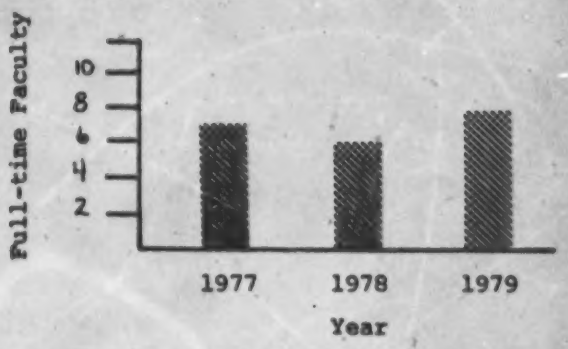




II. FACULTY INFURMATION

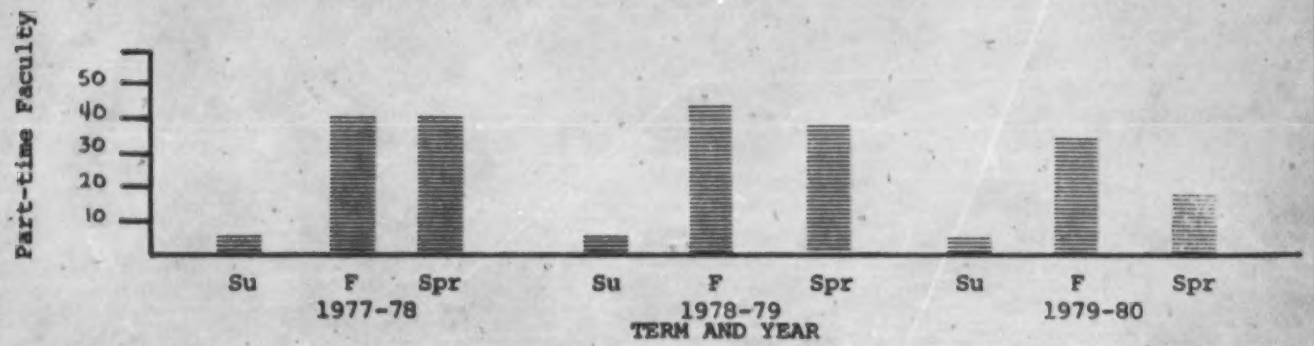
A. Full-time faculty employed during the fall semesters from 1977 through 1979.

1977	1978	1979
7	6	8

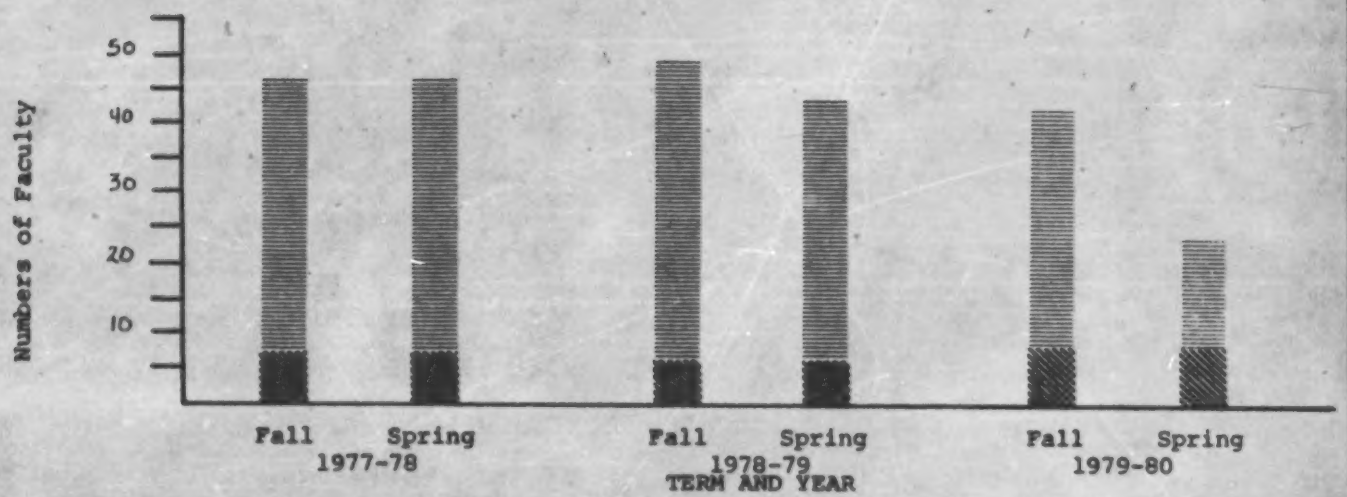


B. Part-time faculty employed from 1977 through 1980.

1977-78			1978-79			1979-80		
Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
5	40	40	5	43	37	4	34	18



C. Proportion of full-time and part-time faculty in the fall and spring semesters from 1977 through 1980.



III. CURRICULUM INFORMATION

A. Degrees offered and/or awarded from 1977-78 through 1979-80.

Titles of Programs Offered	Number Awarded 1978	1979	1980
Accounting		2	1
Art			
Business Administration		1	
Corrections		3	1
Electronics Technology	3		2
English			
Police Administration		4	5
Secretarial Studies			
Social Science			1
Psychology			2
**Fire Science			1
Office Occupations		1	1
Sociology			1
Professional Piloting		1	1
Refrigeration & Heating Technology	4	1	
**Structural Fire Control		1	
Airframe and Powerplant Technology		1	
**Air Traffic Control	1		
**Biology		1	

** Completed requirements of major at Anchorage Community College of other accredited institution.

B. Certificates offered and/or awarded from 1977-78 through 1979-80.

Titles of Programs Offered	Number Awarded 1978	1979	1980
Adult Education	3		15
Electronics Technology	1	6	7
Heating & Refrigeration			12
Heating Technology		1	
Refrigeration Technology	2	1	

C. A compilation of community service courses and one-time programs offered by all community colleges may be found on pages 87 through 107.

IV. LIBRARY INFORMATION

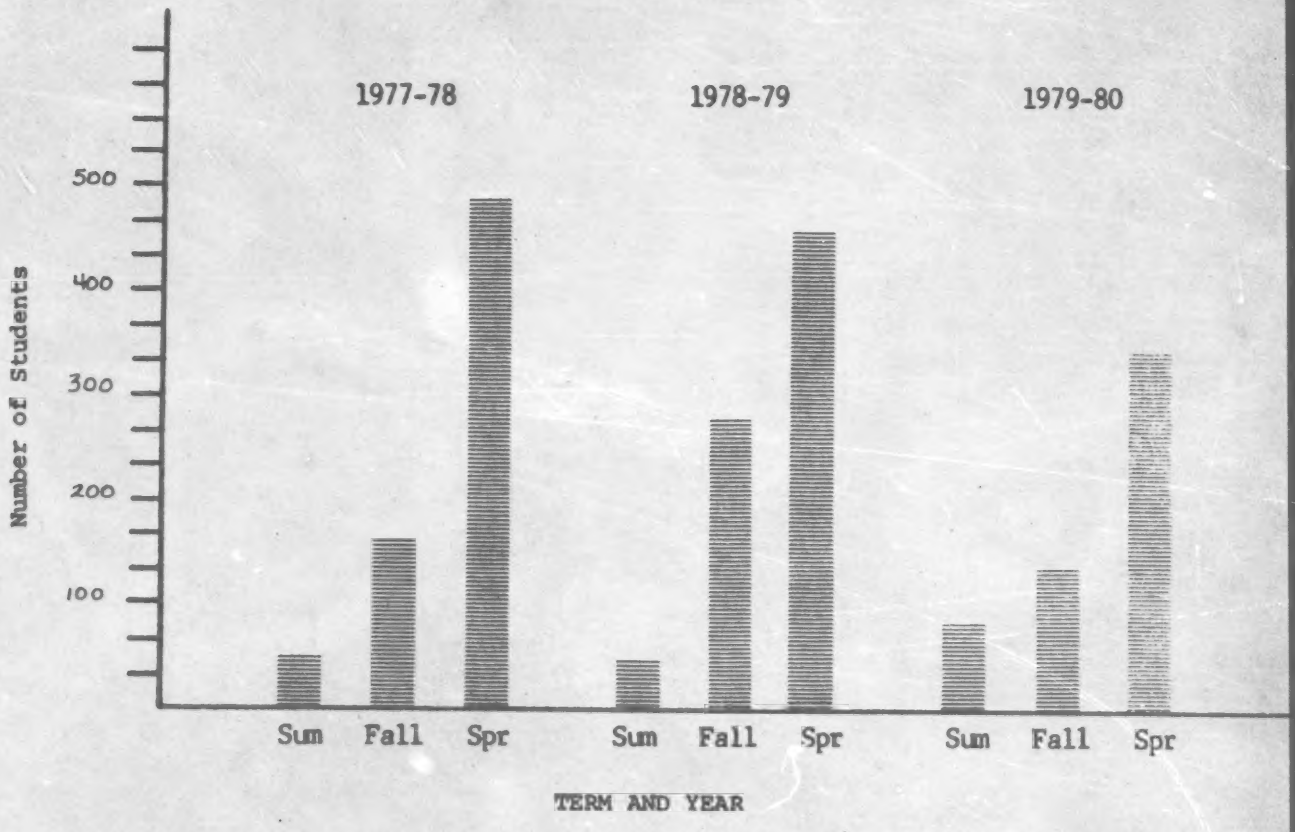
A. Numbers of books and other documents or materials available in the Fall of 1979.

Total Collection	Bookstock (# of volumes)	Documents	Microforms	Audio-Visuals	Other
14,992	11,225	350	2,917	500	0

I. STUDENT ENROLLMENT INFORMATION

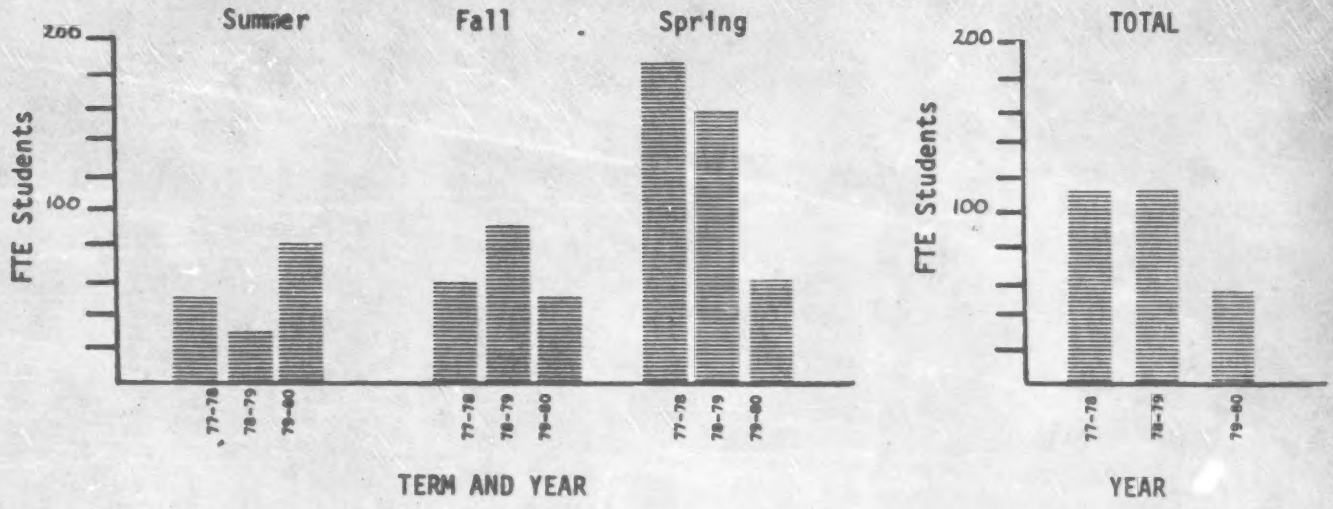
A. Full-time and part-time student attendance at the College from 1977 through 1980.

	1977-78			1978-79			1979-80		
	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr
Full-time	N/A	42	N/A	N/A	17	56	4	16	26
Part-time	N/A	112	N/A	N/A	261	403	75	118	311
TOTAL	47	154	486	44	278	459	79	134	337



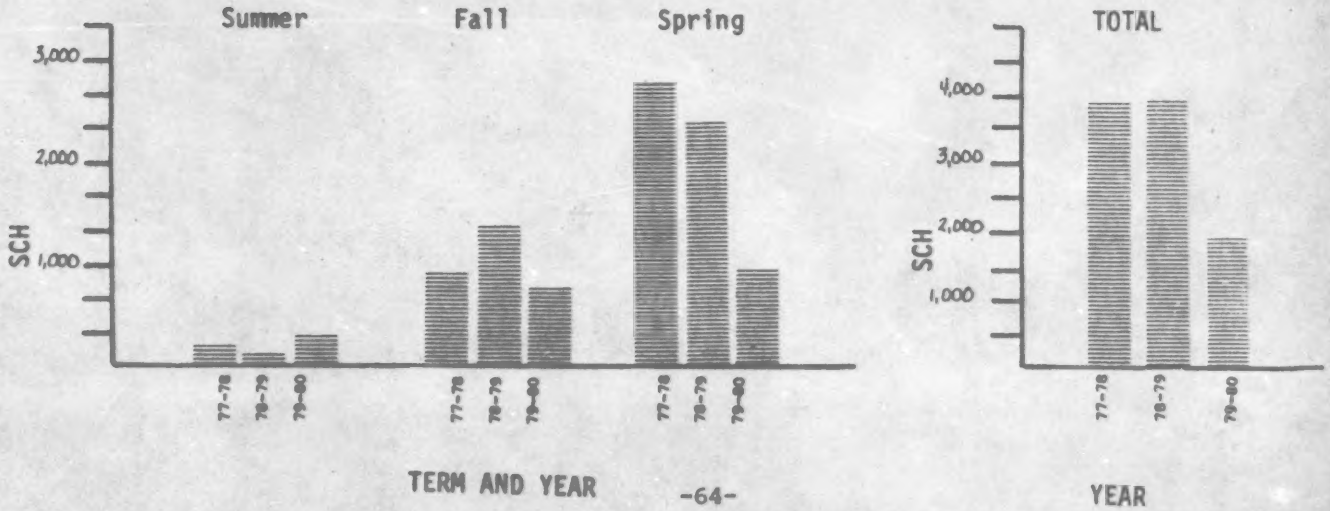
B. Full-time Equivalent (FTE) students enrolled at the College from 1977 through 1980.

1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
48	59	185	113	34	90	159	114	79	48	61	56



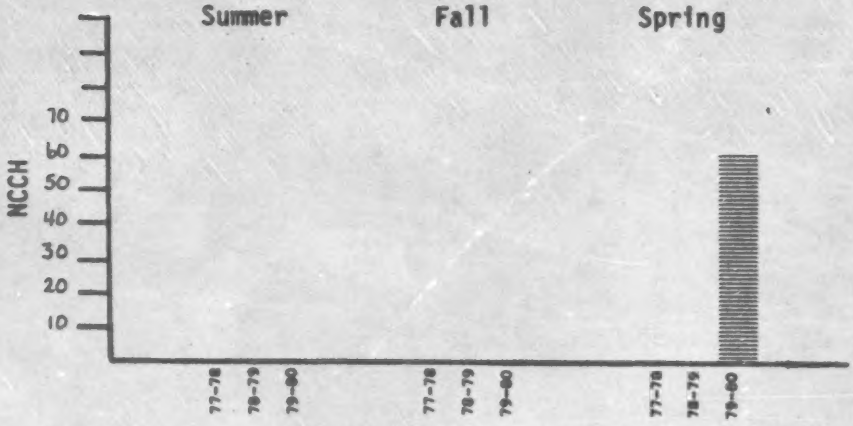
C. Student Credit Hours (SCH) generated by the College from 1977 through 1980.

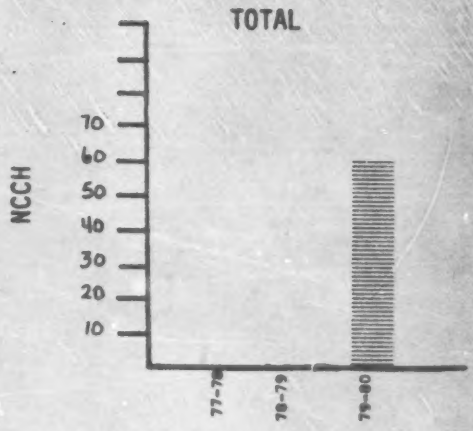
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
191	881	2,775	3,847	137	1,347	2,380	3,864	316	726	863	1,905



D. Non-credit Contact Hours (NCCH) generated by the College from 1977 through 1980.

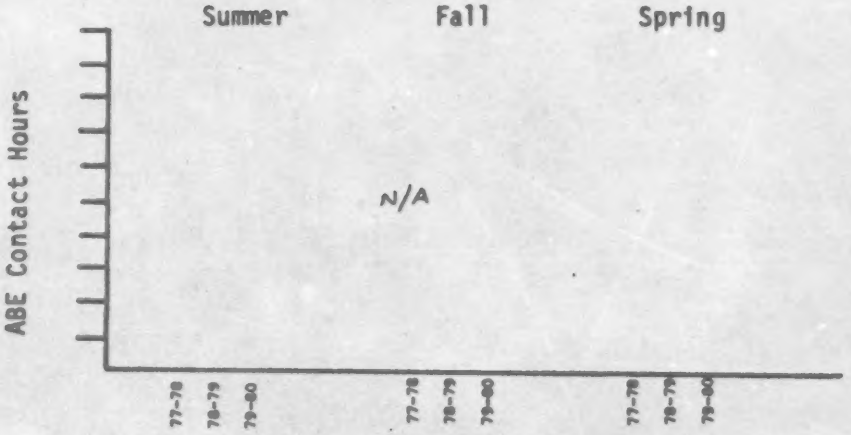
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	0	0	0	0	0	0	0	0	0	58	58

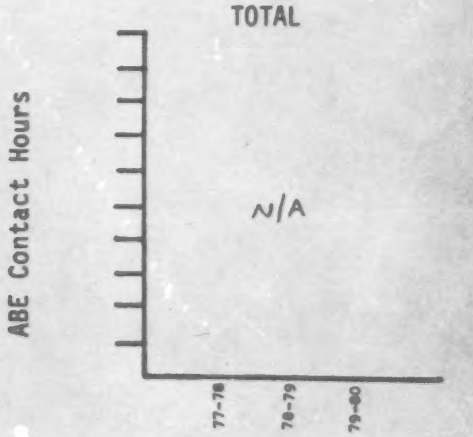




E. Adult Basic Education (ABE) contact hours generated by the College from 1977-1980.

1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	0	0	0	0	0	0	0	0	0	0	0

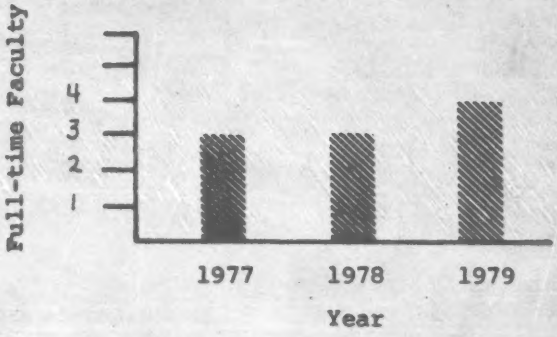




II. FACULTY INFORMATION

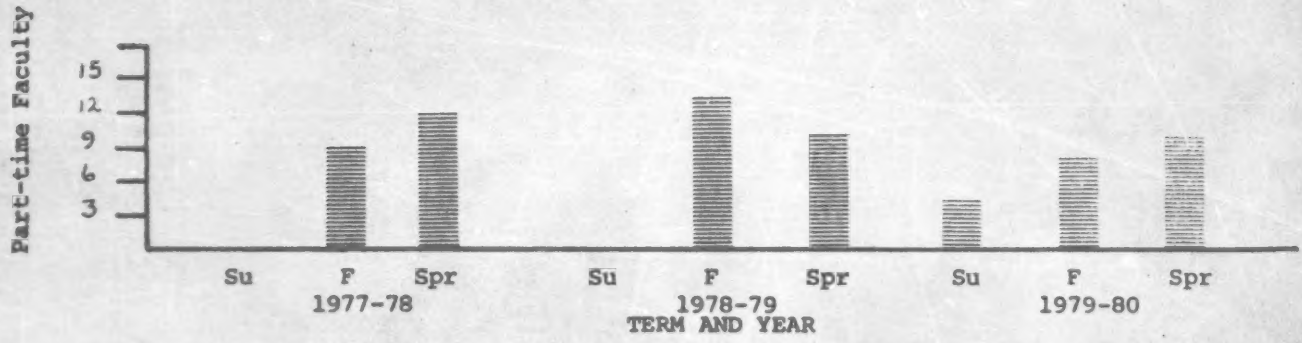
A. Full-time faculty employed during the fall semesters from 1977 through 1979.

1977	1978	1979
3	3	4

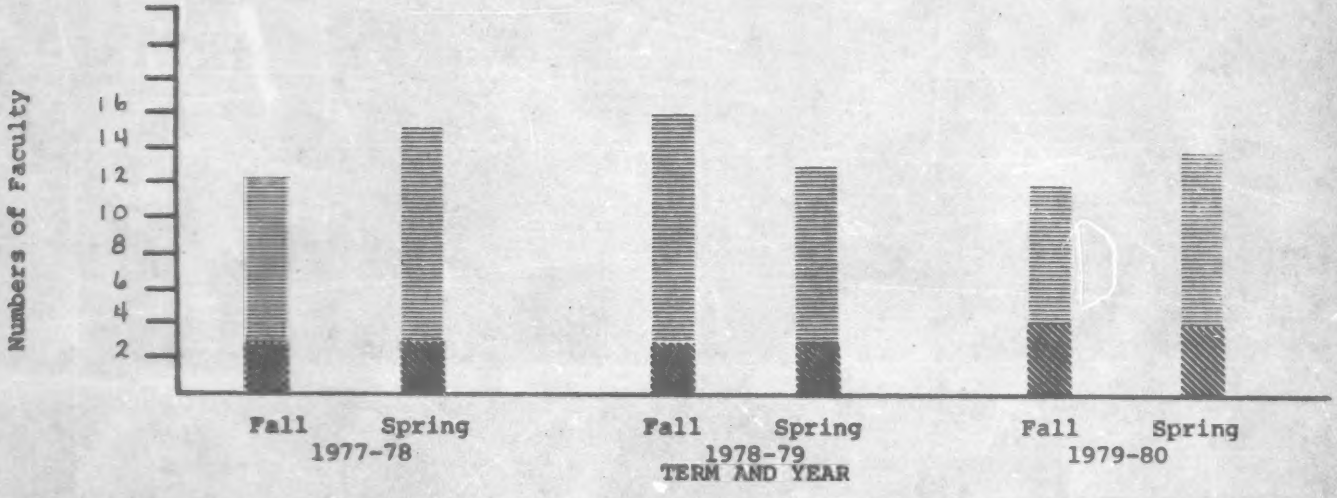


B. Part-time faculty employed from 1977 through 1980.

1977-78			1978-79			1979-80		
Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
0	9	12	0	13	10	4	8	10



C. Proportion of full-time and part-time faculty in the fall and spring semesters from 1977 through 1980.



III. CURRICULUM INFORMATION

A. Degrees offered and/or awarded from 1977-78 through 1979-80.

Titles of Programs Offered	Number Awarded 1978	1979	1980
Building Construction			
Business	1		2
Education		2	2
General Studies		1	1
Health Science			
Voc/Tech Education			

B. Certificates offered and/or awarded from 1977-78 through 1979-80.

Titles of Programs Offered	Number Awarded 1978	1979	1980
Business	2	1	
Education		2	
General Studies	1	2	
Health Science	12	11	4
Voc/Tech Education	1	7	
Office Occupations	5		

C. A compilation of community service courses and one-time programs offered by all community colleges may be found on pages 87 through 107.

IV. LIBRARY INFORMATION

A. Numbers of books and other documents or materials available in the Fall of 1979.

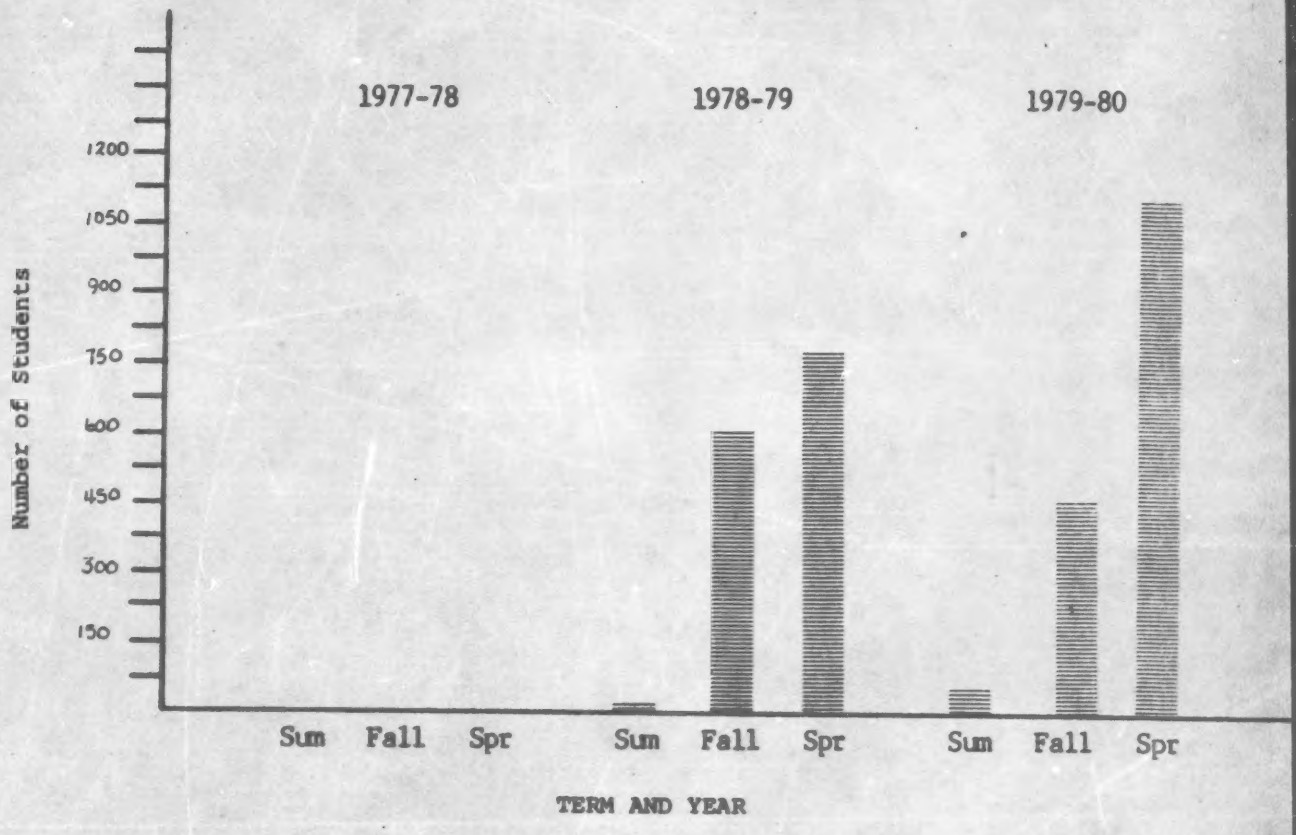
Total Collection	Bookstock (# of volumes)	Documents	Microforms	Audio-Visuals	Other
*	*	*	*	*	*

*Information not available

I. STUDENT ENROLLMENT INFORMATION

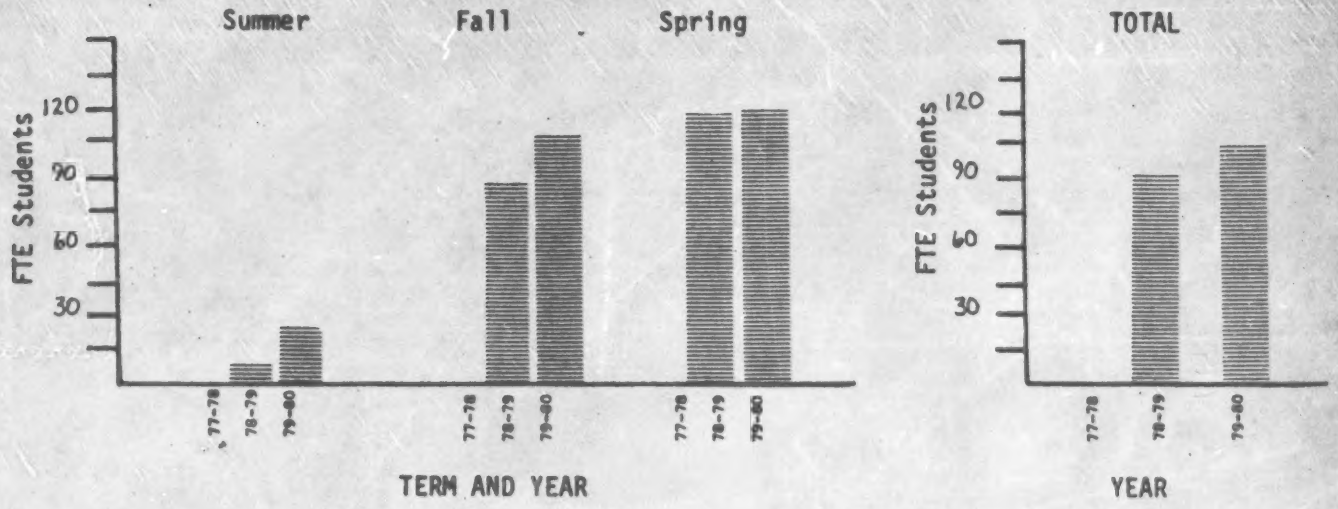
A. Full-time and part-time student attendance at the College from 1977 through 1980.

	1977-78			1978-79			1979-80		
	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr
Full-time									
Part-time									
TOTAL	0	0	0	11	600	769	60	461	1,109



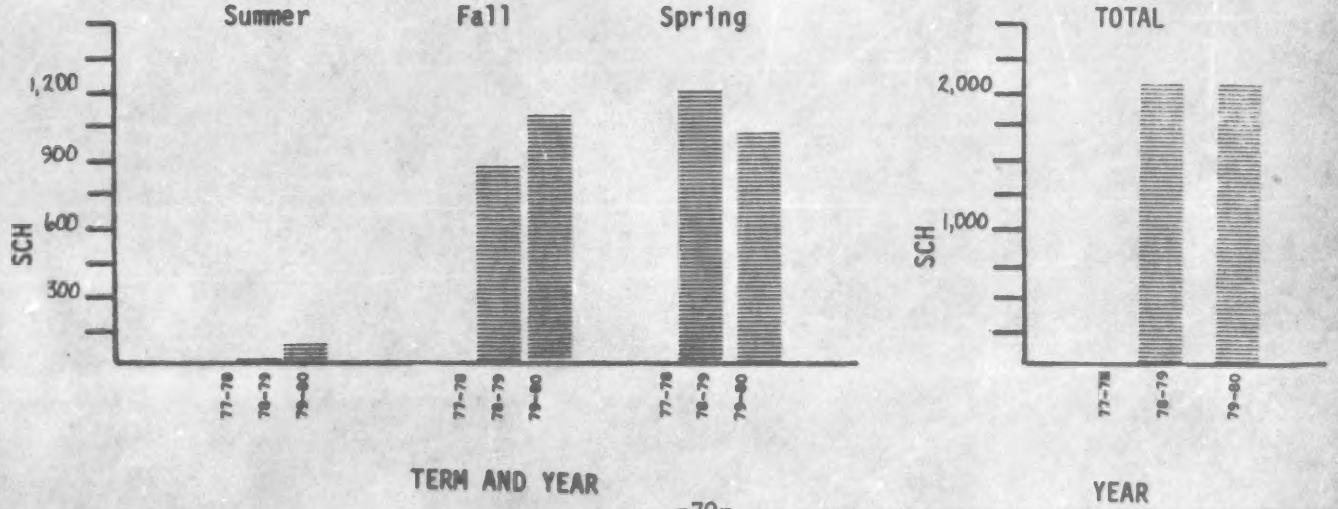
B. Full-time Equivalent (FTE) students enrolled at the College from 1977 through 1980.

1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	0	0	0	7	86	118	91	23	109	119	103



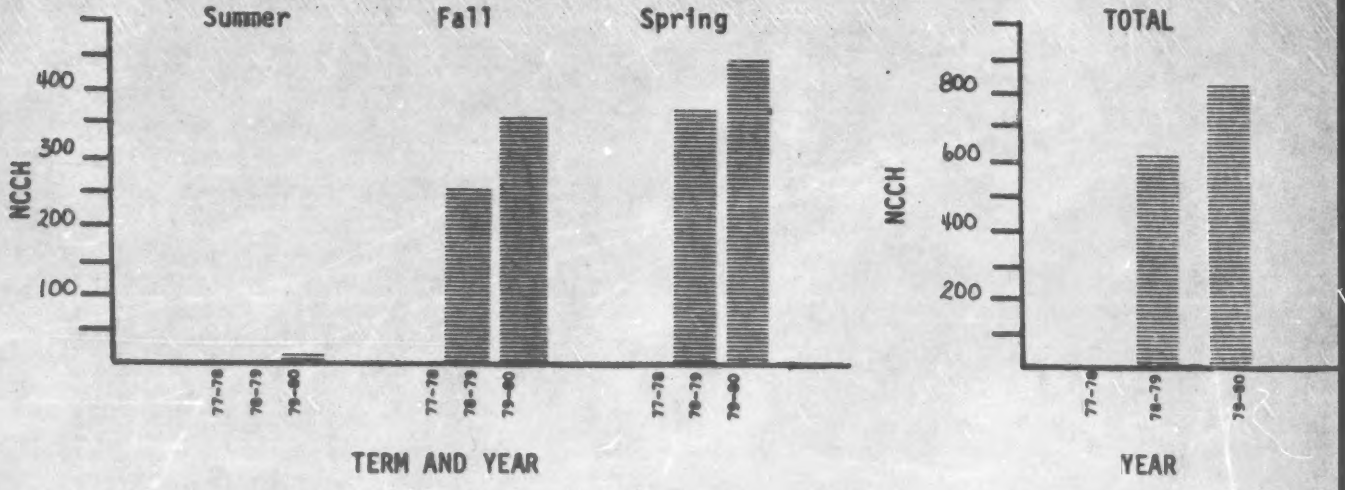
C. Student Credit Hours (SCH) generated by the College from 1977 through 1980.

1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	0	0	0	29	861	1,197	2,087	77	984	957	2,018



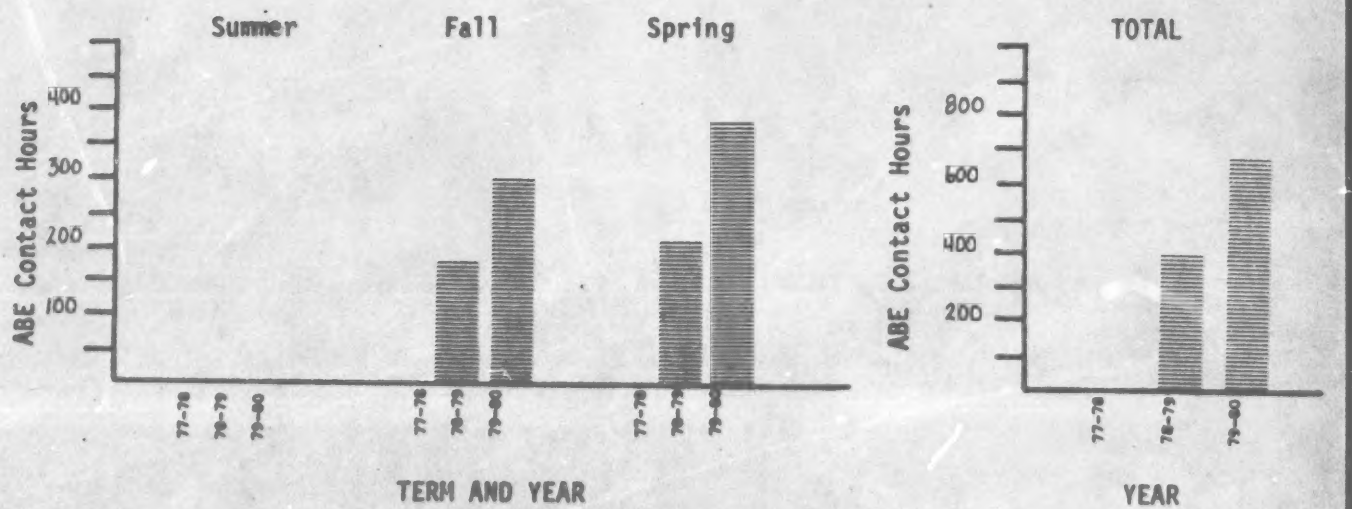
D. Non-credit Contact Hours (NCCH) generated by the College from 1977 through 1980.

1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	0	0	0	0	252	358	610	15	351	444	810



E. Adult Basic Education (ABE) contact hours generated by the College from 1977-1980.

1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	0	0	0	0	177	215	392	0	300	383	683



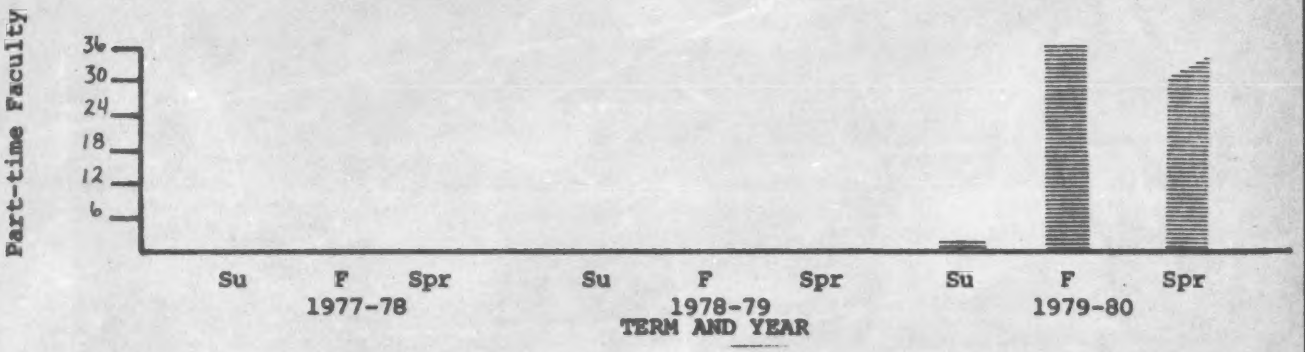
II. FACULTY INFORMATION

A. Full-time faculty employed during the fall semesters from 1977 through 1979.

1977	1978	1979
0	0	0

B. Part-time faculty employed from 1977 through 1980.

1977-78			1978-79			1979-80		
Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
0	0	0	0	N/A	N/A	2	36	35



III. CURRICULUM INFORMATION

A. Degrees offered and/or awarded from 1977-78 through 1979-80.

Titles of Programs Offered	Number Awarded 1978	1979	1980
Developmental Disabilities			
Humanities			
Social Sciences			
Office Occupations			

B. Certificates offered and/or awarded from 1977-78 through 1979-80.

Not applicable

C. A compilation of community service courses and one-time programs offered by all community colleges may be found on pages 87 through 107.

IV. LIBRARY INFORMATION

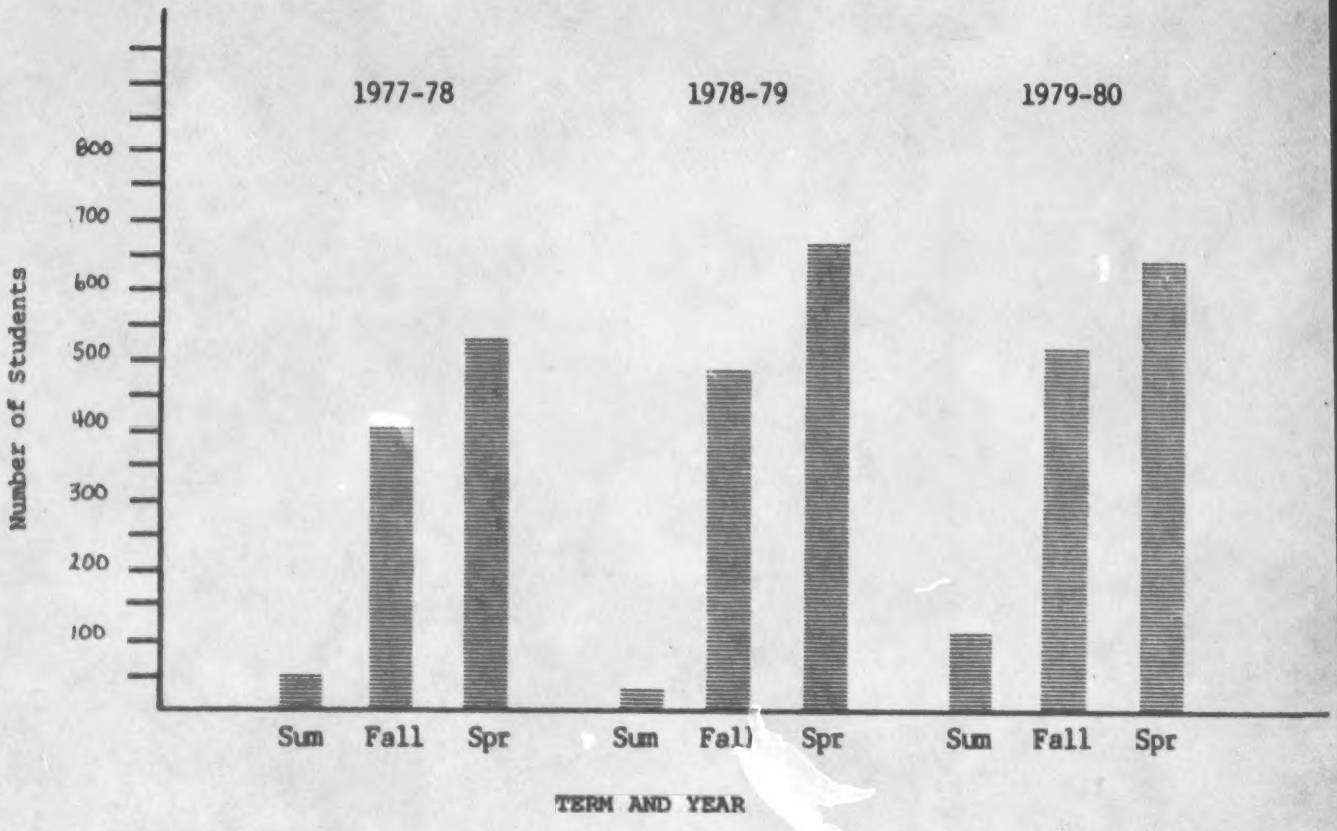
A. Numbers of books and other documents or materials available in the Fall of 1979.

Total Collection	Bookstock (# of volumes)	Documents	Microforms	Audio-Visuals	Other
1,130	1,100	0	0	30	0

I. STUDENT ENROLLMENT INFORMATION

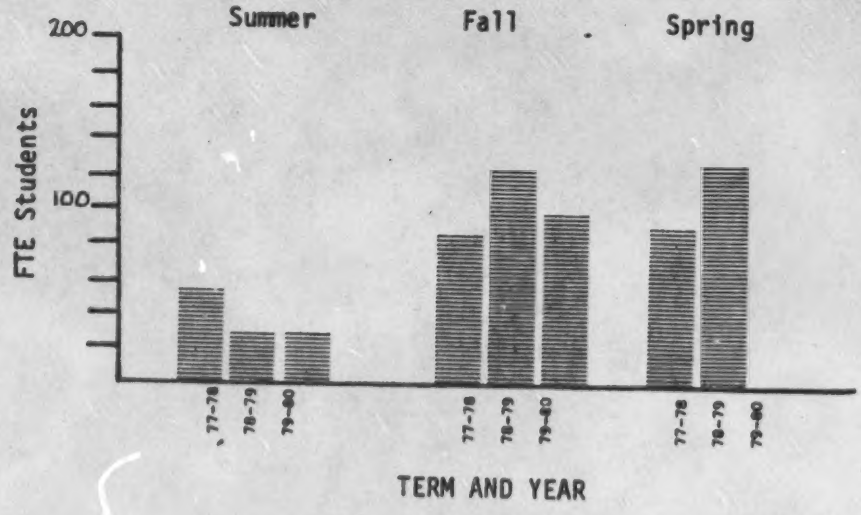
A. Full-time and part-time student attendance at the College from 1977 through 1980.

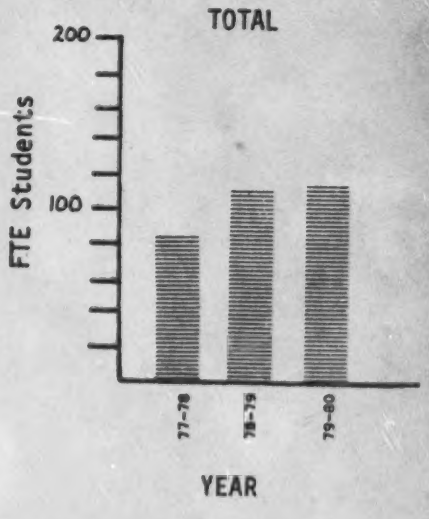
	1977-78			1978-79			1979-80		
	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr
Full-time	8	13	7	0	14	17	0	10	9
Part-time	37	377	522	29	475	650	112	503	631
TOTAL	45	390	529	29	489	667	112	513	640



B. Full-time Equivalent (FTE) students enrolled at the College from 1977 through 1980.

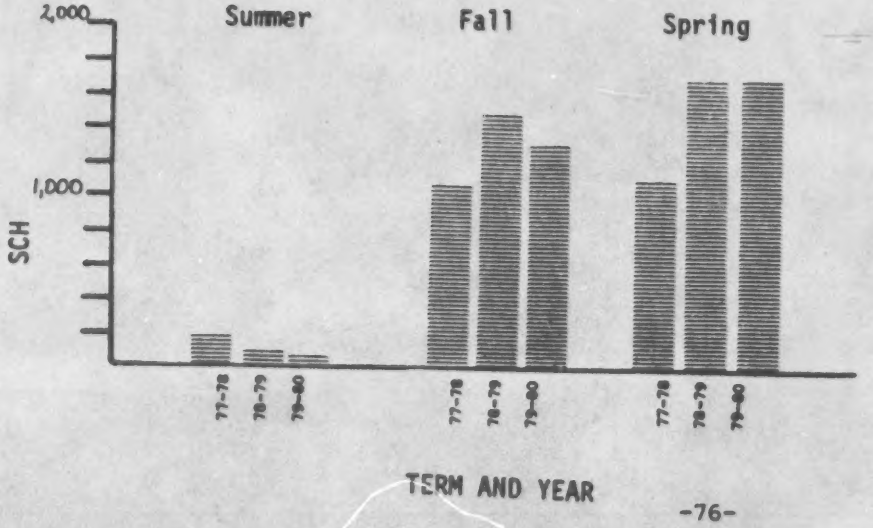
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
54	83	93	84	26	124	125	113	28	97	156	115

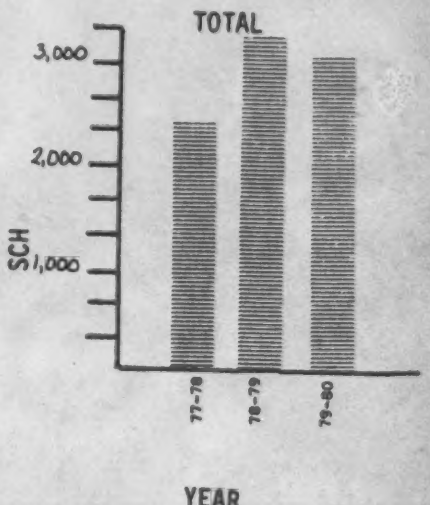




C. Student Credit Hours (SCH) generated by the College from 1977 through 1980.

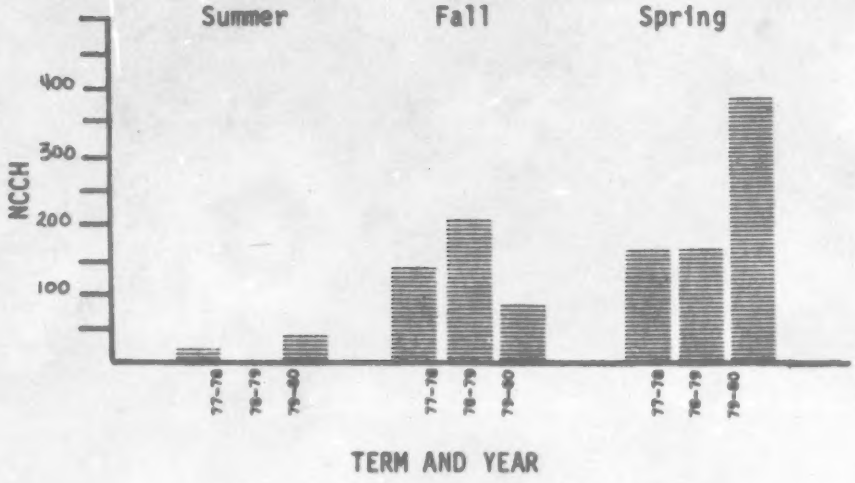
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
192	1,045	1,139	2,376	105	1,489	1,688	3,282	72	1,296	1,702	3,070

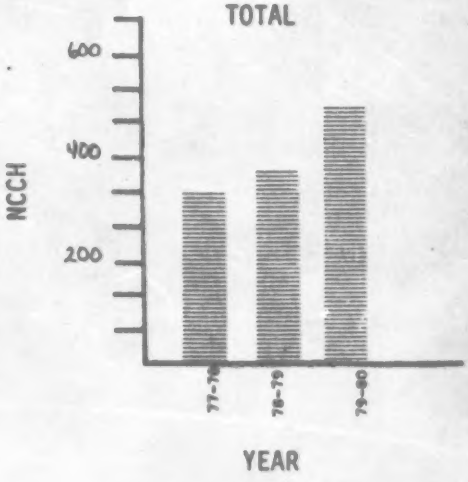




D. Non-credit Contact Hours (NCCH) generated by the College from 1977 through 1980.

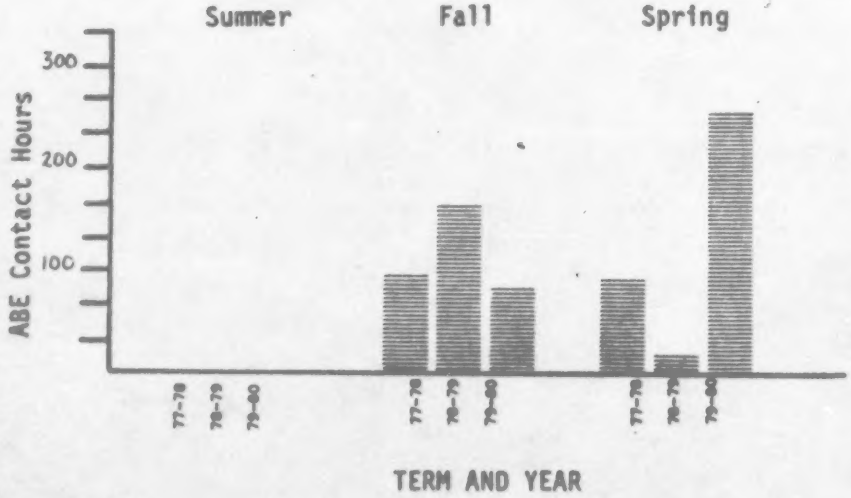
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
22	136	163	321	0	205	165	370	40	84	384	508

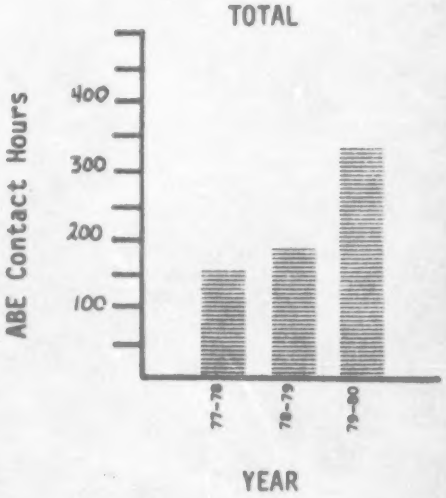




E. Adult Basic Education (ABE) contact hours generated by the College from 1977-1980.

1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	60	94	154	0	166	21	187	0	82	251	333

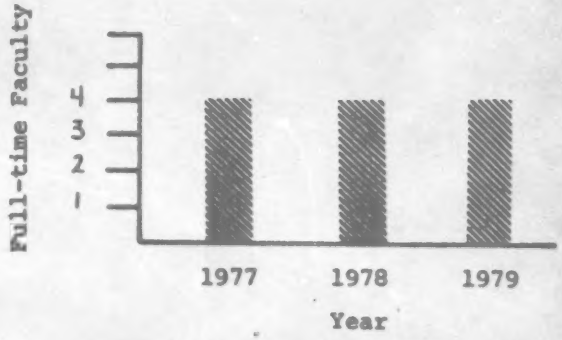




II. FACULTY INFORMATION

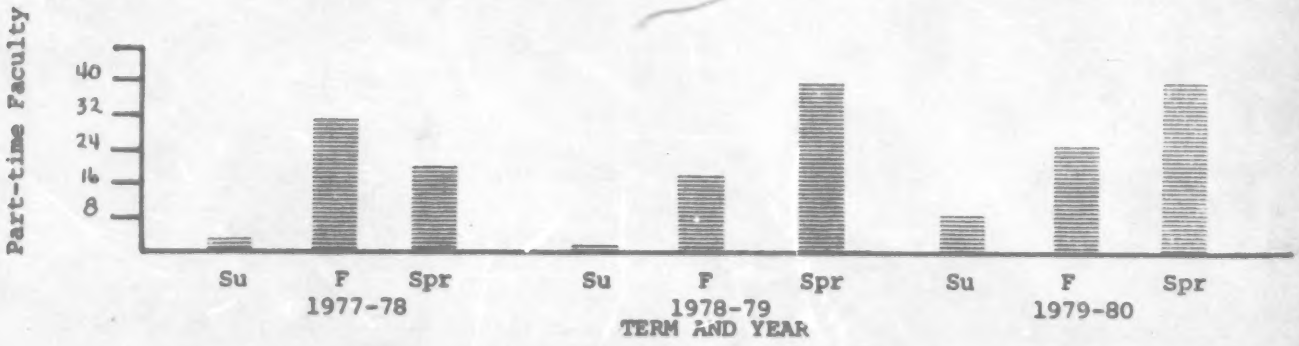
A. Full-time faculty employed during the fall semesters from 1977 through 1979.

1977	1978	1979
4	4	4

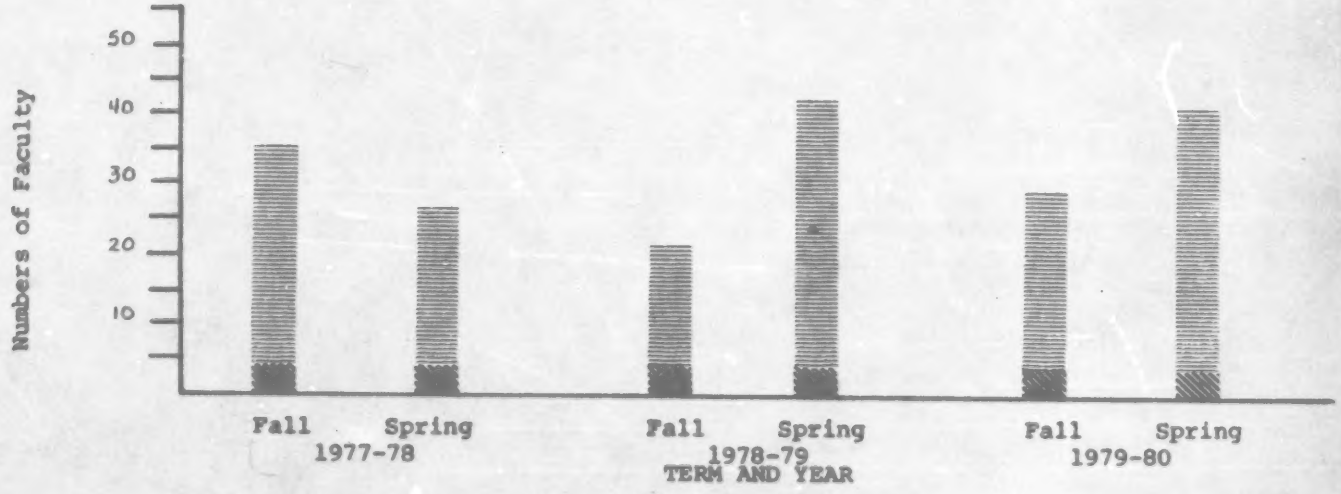


B. Part-time faculty employed from 1977 through 1980.

1977-78			1978-79			1979-80		
Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
3	31	22	2	18	39	9	25	38



C. Proportion of full-time and part-time faculty in the fall and spring semesters from 1977 through 1980.



III. CURRICULUM INFORMATION

A. Degrees offered and/or awarded from 1977-78 through 1979-80.

Titles of Programs Offered	Number Awarded 1978	1979	1980
Business Administration	1	1	1
Electronics Technology			
Humanities		1	
Liberal Arts			
Office Occupations			1
Social Sciences	1	2	

B. Certificates offered and/or awarded from 1977-78 through 1979-80.

Titles of Programs Offered	Number Awarded 1978	1979	1980
Accounting Clerk			
Clerk Typist			
Nurse's Aide			4
Office Occupations			
Welding Technology			
Sitka Community College High School Diploma			

C. A compilation of community service courses and one-time programs offered by all community colleges in 1979-80 may be found on pages 87 through 107.

IV. LIBRARY INFORMATION

A. Numbers of books and other documents or materials available in the Fall of 1979.

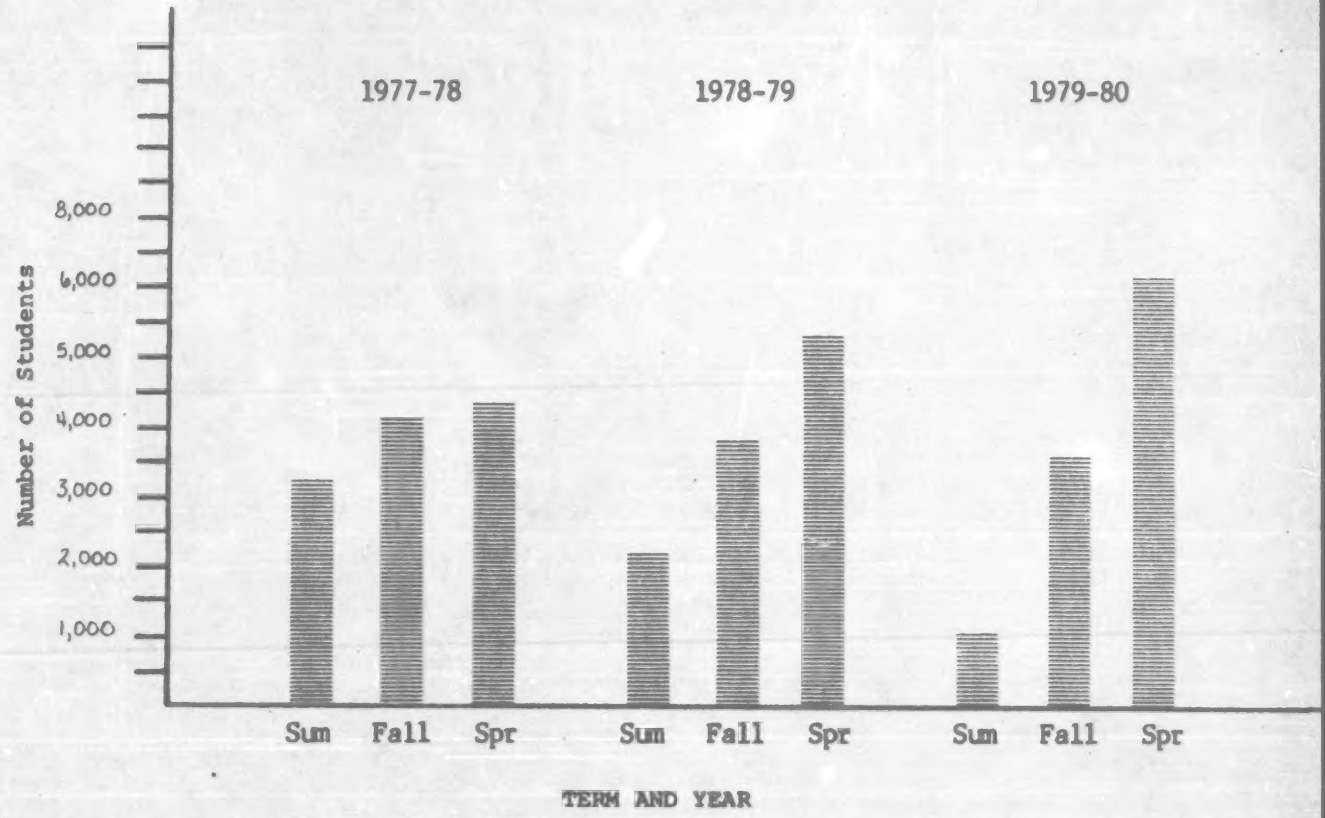
Total Collection	Bookstock (# of volumes)	Documents	Microforms	Audio-Visuals	Other
9,683	9,306	0	12	265	100

TANANA VALLEY COMMUNITY COLLEGE

I. STUDENT ENROLLMENT INFORMATION

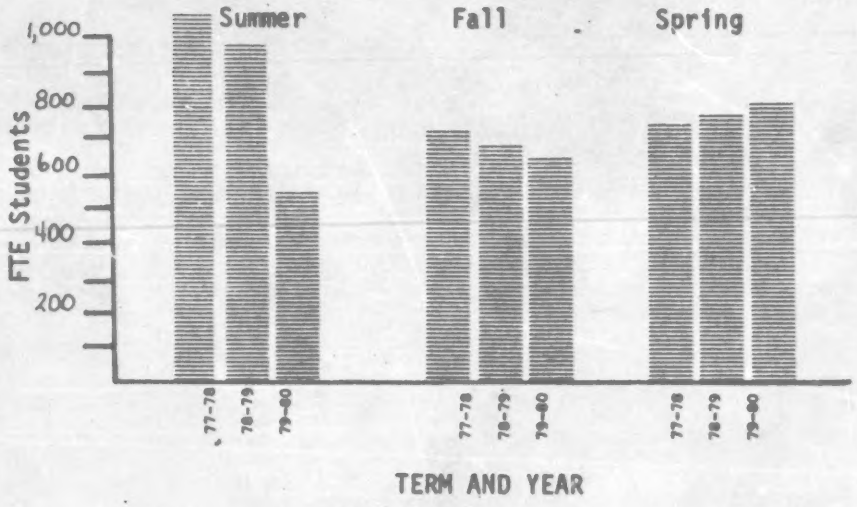
A. Full-time and part-time student attendance at the College from 1977 through 1980.

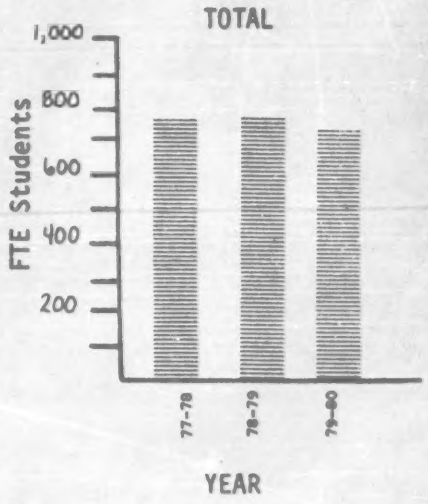
	1977-78			1978-79			1979-80		
	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr
Full-time									
Part-time									
TOTAL	3,240	4,188	4,378	2,170	3,836	5,324	1,008	3,680	6,063



B. Full-time Equivalent (FTE) students enrolled at the College from 1977 through 1980.

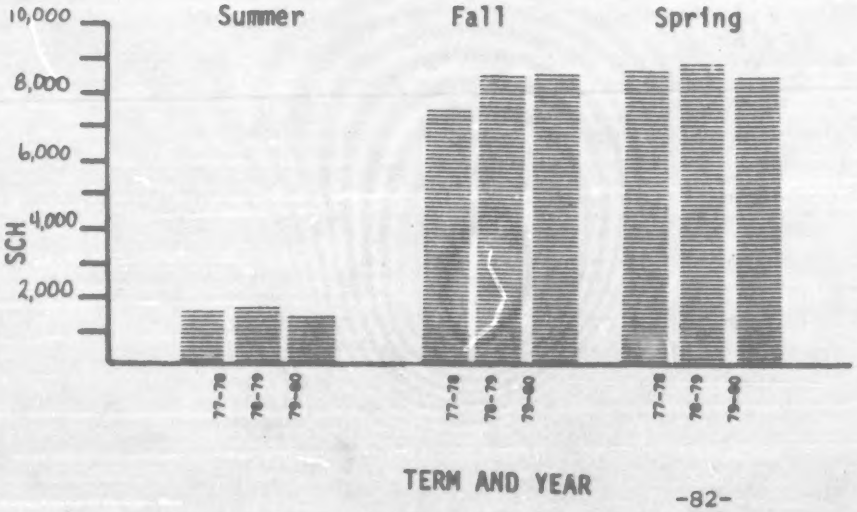
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
1,056	714	746	769	974	679	787	762	553	645	816	709

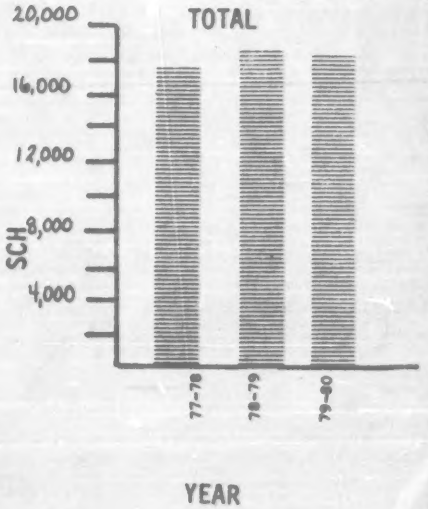




C. Student Credit Hours (SCH) generated by the College from 1977 through 1980.

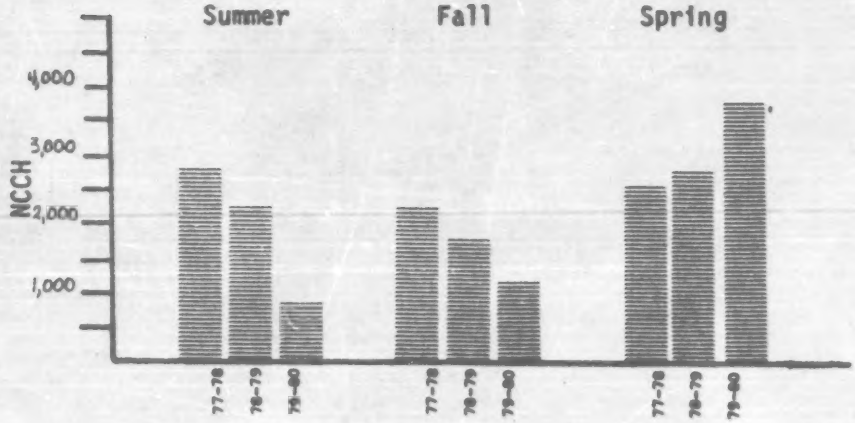
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
1,490	7,345	8,696	17,531	1,549	8,380	8,922	18,851	1,296	8,480	8,469	18,245

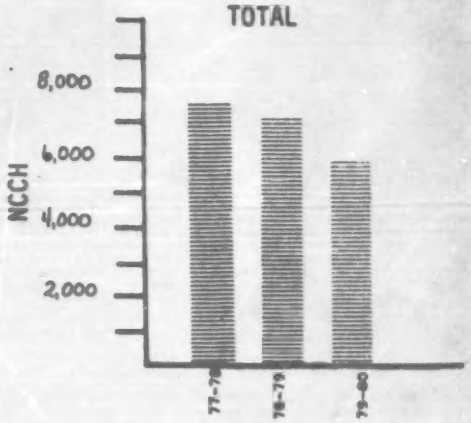




D. Non-credit Contact Hours (NCCH) generated by the College from 1977 through 1980.

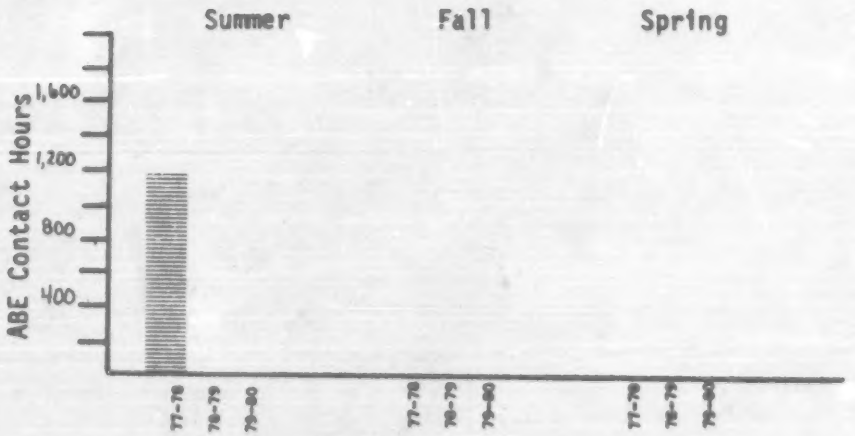
1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
2,735	2,195	2,501	7,431	2,345	1,809	2,890	7,044	917	1,194	3,764	5,875

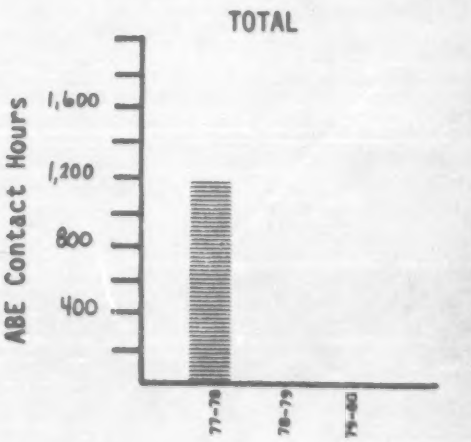




E. Adult Basic Education (ABE) contact hours generated by the College from 1977-1980.

1977-78				1978-79				1979-80			
Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
0	1,169	0	1,169	0	0	0	0	0	0	0	0

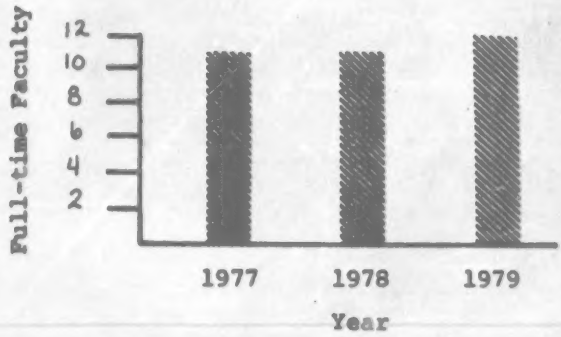




II. FACULTY INFORMATION

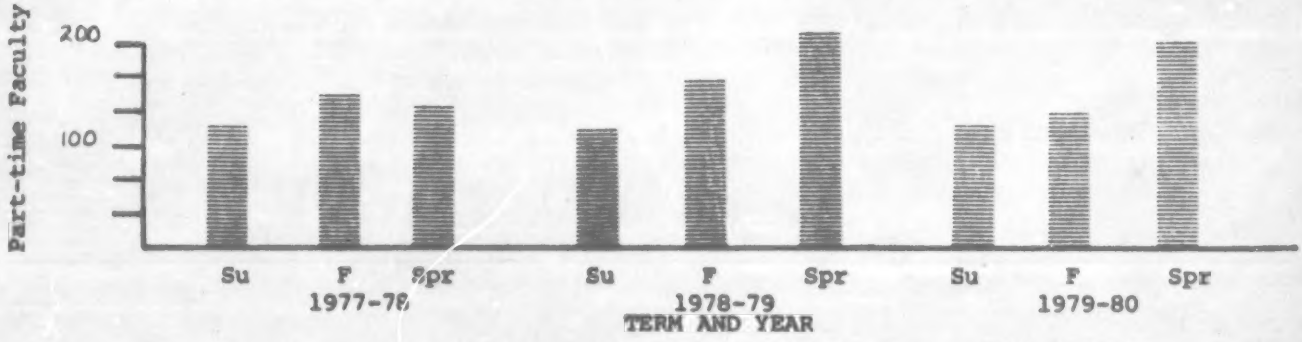
A. Full-time faculty employed during the fall semesters from 1977 through 1979.

1977	1978	1979
11	11	12

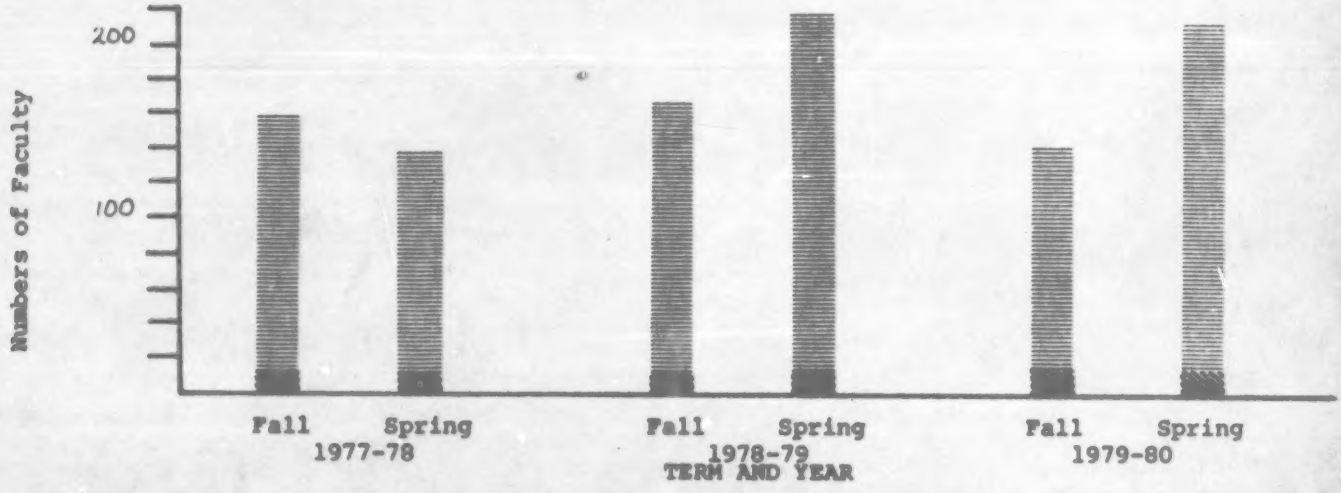


B. Part-time faculty employed from 1977 through 1980.

1977-78			1978-79			1979-80		
Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
116	147	136	120	157	206	114	130	201



C. Proportion of full-time and part-time faculty in the fall and spring semesters from 1977 through 1980.



IIIL CURRICULUM INFORMATION

A. Degrees offered and/or awarded from 1977-78 through 1979-80.

Titles of Programs Offered	Number Awarded 1978	1979	1980
Airframe & Powerplant Technology		3	5
Aviation Technology	1	1	
Business Supervision	1		1
Early Childhood Development	1	6	
Electronics Technology	1	7	5
Fire Science		1	2
Food Service Technology		1	4
Graphic Arts & Design			
Library Technical Assistant		2	8
Office Occupations	6	5	4
Paraprofessional Counseling	2		
Petroleum Technology	10	14	17
Professional Piloting	1	6	3

B. Certificates offered and/or awarded from 1977-78 through 1979-80.

Titles of Programs Offered	Number Awarded 1978	1979	1980
Fire Science		1	
Food Service Technology		1	1
Office Occupations			

C. A compilation of community service courses and one-time programs offered by all community colleges in 1979-80 may be found on pages 87 through 107.

IV. LIBRARY INFORMATION

A. Numbers of books and other documents or materials available in the Fall of 1979.

Total Collection	Bookstock (# of volumes)	Documents	Microforms	Audio-Visuals	Other
922,490	436,547	107,079	286,902	8,986	82,976

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Accounting				x						
Acctg. Clerk									x	
Adult Basic Education								x		
Advertising Salesmanship/small business										x
Advisory Board Training				x						
Acrobic Dance, individual instr.	x									
Aerobics, individual	x									
Aikido Classes										x
Aircraft, light - prev. maint.									x	
Alaska Laws, develop. of	x									
Alaska Women & the Law	x									
Alaska Workshop	x									
Alcohol in the Work Place									x	
Alcoholism, Indian - intro. to		x								
Amateur Radio License									x	
Animal Breeding						x				
Animal Nutrition						x				
Appliances, Small - using to save energy & money					x					
Aerobic Dance, I, II, beginn.	x									
Archaeology of SE Alaska									x	
Arctic Survival							x			
Art				x						
Asian Cooking Techniques								x		
Assertiveness Workshops	x									
Attitudes, Adventures in		x								
Automatic Pilot .3			x							

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Badminton	x									
Ballet										x
Ballet, Intermediate								x		
Ballet & Modern Dance, Beginn.								x		
Banjo, 5-string - Beginn.								x		
Bank Loans: When, How to & Why										x
Basketball - co-ed	x									
Basketmaking					x	x				
Basketry, Cedar Bark			x							
Basketry, Creative Coiling	x									
Batik, Intro. to										x
Beading Workshop					x					
Belly Dancing, Beginn.			x			x		x		
Belly Dancing, Intermed.			x							
Belly Dancing, Advanced								x		
Bible as Literature				x						
Bidding & Estimating	x									
Biological Sciences				x						
Birds of Prince William Sound/ Copper River Delta								x		
Blacksmithing									x	
Blockprinting					x					
Boatbuilding				x						
Boatbuilding & Repairs - fiberglass							x			
Boatbuilding in Plywood				x						
Boiler Seminar		x								
Boxing, Beginn.		x								

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Brandies, Liquors & Cordials - A Tasting (recipes)										x
Breads & Soups for Seniors										x
Bridge, Beginn.	x		x					x		
Building Construction							x			
Business				x			c			
Business Administration				x					x	
Business Planning & Loan Proposal		x	x	x						x
Business Skills Refresher	x									
Business, Small			x			x				x
Cake Decorating					x					
Calligraphy	x									
Camping, Backpack & Survival	x									
Cannery Maint. - basic electricity				x						
Card Punch, Beginn.						x				
Cardiopulmonary Resuscitation (CPR)						x				x
Career Exploration				x						
Cartooning				x						
Carving			x							
Celestial Navigation			x							
Ceramic Formulation & Design				x						
Chain Saw Safety						x				
Childbirth Education			x							
Childbirth, Caesarean Sect. - prep. for										x
Chorus, Community College		x				x				
Chorus, Seniors										x
Clerk Typist									x	

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Clerk Typist									x	
Clerical			x			x				
Coffeeland, An Adventure in										x
Cold Water Survival		x								
College for Kids	x									
Communicating with Confidence	x									
Composition				x						
Computer Training in the Classroom			x							
Computer Program , Intermed.				x						
Computers for Small Business	x									
Computing, Personal.			x							
Computer Workshop		x								
Computers & Programming, Intro. to										x
Connections	x									
Construction Maintenance	x									
Construction Mgt. for Small Bus.			x							
Contract Bridge & Construction				x						
Contract Writing	x									
Corn Husk Dolls					x					
Counselling, Intro. to		x								
Counselling, Problem Solving in		x								
Credit & Collections	x		x							
Crewel			x							
Criminal Code Revisions				x						
Crisis Intervention Resources			x							
Crochet, Beginn.										x
Crocheted Ornaments					x					

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Cross-Country Skiing		x								
Dance Class, Seniors										x
Dances, Ethnic - intermed.										x
Dance, Folk	x					x				
Dance, Middle Eastern										x
Data Processing, Intro. to		x								
Death and Dying		x								
Dee Henion Workshop	x									
Deciding for Yourself: The Process The Value				x						
Decorating My Home / Where do I begin?										x
Dem Bones										x
Diesel Techniques			x							
Digital/Analog. Electr., Intro. to			x							
Discipline			x							
Disco Dancing	x									
Disco Partner Dances										x
Dive Rescue Specialist		x								
Divorce, Psychology &		x								
Dog Mushing	x									
Dowsing - The Art of Divining and Its Many Uses										x
Dramatics, Creative					x					
Drasing, Achepol - workshop	x									
Drawing & Painting, Beginn.										x
Driver Alcohol Information		x								
Drivers	x								x	

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Drying Food at Home						x				
Dungeons & Dragons, Beginn.										x
Eckankar, What is										x
Education							x			
Egg Dying, Russian & Ukranian				x						x
Egyptian/Israeli Relations					x					
Electrical & Appliance Repair, Consumer									x	
Electronics Technology									x	
EMT		x								
Embroidery,Japanese								x		
Emergency Situations										x
Energy & The Way We Live	x			x					x	
Emergency Trauma Training								x		
Energy Auditor, Residential						x				
Energy Educator Workshop					x					
Energy Forum			x							
Engine, Small - repair					x					
English, Basic		x								
Estate & Financial Planning		x								
Estate Planning				x						
Every Woman Her Own Historian	x									
Exercise, Adult - expression through										x
Exercise for Dance	x									
Exercise for Women, Beginn.				x						
Exercise for Women, Advanced				x						

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Exercise - "Slimnastics"	x									
Exercise - "Stretchercise-Shape Up"										x
Feeling Better							x			
Fibre Workshop					x					
Fiction, Elements of				x						
Financial Analysis	x									
Financial Planning	x	x								
Fire Protection Supervisors		x								
Fire Science, Intro. to								x		
Fire Training, Industrial		x								
First Aid Courses						x			x	
First Aid, Industrial		x								
Fish Print Workshop				x						
Fish Smoking				x						
Flower Arrangement			x							
Fly Fish, Rod Repair & Building										x
Fly Fishing, Seniors										x
Fly Tying				x						
Folk Art Painting, Beginn.			x							
Folk Dancing	x					x				
Foods of the World				x						
Forestry, Intro. to			x							
Fortune Telling					x					
French, Intro. to		x								
Friday's Ten 'til Two	x									
Furnace Repair, Basic				x						

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Furniture, Arrangement				x						
Gardening				x				x		
Gardening, Which Fertilizer to use						x				
Gardening, Winter - Putting Your Garden to Bed						x				
GED - Sitka Comm. College High School Diploma									x	
General Studies								x		
Generators, Wind-powered				x						
Geology, Research				x						
German for Tourists	x									
Gift Wrapping, Fancy					x					
Gillnet Repair & Construction				x						
Gold Fever					x					
Grammar Without Grief				x						
Grant-writing Workshop		x								
Graphoanalysis	x									
Greenhouse Management						x				
Guitar, Beginn.								x		
Gym Slim										x
Ham Radio	x									
Handball	x									
Handwriting Analysis										x
Harry Powers Workshop	x									
Health Science							x			
Hearing, Impaired - Instructional Aid for students	x									

offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Heart - Is Your Heart Killing You or are You Killing Your Heart?										x
Holiday Floral Arrangements			x							
Holistic Health Seminar									x	
Honeywell 6000 - QUD & ROFF		x								
Hotel/Motel Admin., Basic	x									
House Design & Planning			x							
Health Science							x			
Health, Touch for							x			
Holiday Treats					x					
Horse Care						x				
Houseplants & Care						x				
Humanities			x	x					x	
Ice Skating	x									
Illness in Children										x
Illustration, Intro. to										x
Improve Your Image, How to					x					
Inko Dye Workshop				x						
Income Tax, Personal										x
Installment Credit				x						
Insurance Risk	x									
Interviewing, Principles of		x								
Inventory Management	x									
IRS Workshop on Payroll Taxes				x						
Italic Calligraphy & Handwriting										x
Japanese, Conversational - beginn.	x									

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Japanese Conversational I and II	x									
Jazz II										x
Jigging Machines, Intro. to								x		
Job Cost Control	x									
Jogging					x					
Justice				x						
KANA Workshop				x						
Karate		x								
Karate, TaeKwon Do Classes										x
Karate, Seniors										x
Kayak Classes										x
Knitting & Crocheting, Beginn.			x							
Knives & Scissors, How to Sharpen				x						
Laboratory Proceedings		x								
Lamaze		x								
Landscaping Techniques						x				
Legal Considerations, Insurance & Taxes for Small Businesses	x	x								x
Legal Secretary, Skills of				x						
Liberal Arts									x	
Lifesaving, Senior	x									
Lingerie			x							
Livestock Raising				x						
Logging Systems & Sales									x	
Long Search, The	x									
Macrame			x	x				x		x

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Magazine Writing, To Sell				x						
Make-up for the Contemporary Woman										x
Managing Personnel	x									
Marine Celestial Navigation										x
Marketing & Advertising	x									
Marriage and the Family		x								
Mask Carving			x							
Math, Basic - Take a Number								x		
Math Refresher				x						
Mechanics, Powder Puffs				x						
Menopause, Seminar on										x
Metalsmith & Jewelry I			x							
Metalsmith & Jewelry II			x							
Meteorology, Intro. to									x	
Mexican Cooking					x					
8080 Microprocessor, Intro. to	x									
Microwave Cooking				x						
Millard Wells Workshop	x									
Mineralogy				x						
Money Management & Women		x								
Mountaineering, Outdoor School, I & II	x									
Movement Therapy	x									
Mukluks, Baby					x					
Mythology	x									
National Secretary's Association				x						

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Native Design, NW Coast			x							
Native Carving & Design			x							
Natural Sciences				x						
Needlepoint					x					
Neighborhood Slide Show				x						
Nurse's Aide			x	x					x	
Nutrition for the Vegetarian				x						
Nutrition				x						x
Nutrition During Pregnancy & Lactation										x
Nutrition Fads & Fancies										x
Occult Theory, Principles of	x									
Office Occupations				x			x		x	
Office Occupations, Senior										x
Ojos de Dios					x					
Orchestra, Comm. College		x								
Outboard Motors, Repair				x	x					
Outdoor Clothing & Equipment			x							
Paints Workshop					x					
Paramedical Sciences, Basis		x								
Parenting Alone				x						
Parenting, A Responsible Choice										x
Parenting, Effective			x							
Parents as Teachers			x						x	
Parka Making			x		x					
Parliamentary Procedures						x				

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Patchwork & Quilting Techniques	x									
Petrology				x						
Photographic Equipment Maintenance	x									
Photography, Beginn.										x
Photography, Seniors										x
Photography - Camera Operations, Basic Technique of					x					
Photography - Instanmatic Success				x						
Photography - Snow and Ice							x			
Photography - Underwater										x
Physical Fitness		x								
Pinata Workshop				x						
Pottery for Seniors										x
Pre-Business Workshop										x
Pregnancy, Early										x
Pre-Retirement Workshop				x						
Pre-School Workshop				x						
Problem Employees, Coping With									x	
Program QED & Other Systems Languages		x								
Psychology of Preschool			x							
Publish Your Own Book - how to				x						
Puppetry in a Nutshell							x			
Purebred Dogs - So You Want One										x
Quilting				x						
Quilting and Applique				x						
Racketball, Beginn.	x									

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Racketball, Intermediate	x									
Raku Workshop			x							
Reader's Theater				x						
Reading & English for Literacy		x								
Reading - When Your Child Learns to Read								x		
Real Estate - Buying or Selling a Home in Fairbanks										x
Real Estate, Special Topics		x								
Real Estate - Tips on Buying & Selling in the Valley						x				
Recordkeeping		x		x						
Recorder Classes										x
Repair of Small Home Appliances	x									
Retirement or Renewment	x									
Risk Insurance	x									
Roberts Rules of Order			x							
Rock & Mineral Identification				x						
Running, Women's	x									
Russian History, 19th Century				x						
Sailboating, Basic			x							
Sailboat Seamanship			x							
Sailing the Kenai Fjords	x									
Salesman, Professional (Thorne Bay)			x							
Sales, Retail			x							
Scuba Diving	x			x						
Seafood Processing				x						
Secretarial Science			x							

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Selling to Local, State or Federal Gov't	x									
Seminar, Noon - seniors										x
Sewing, Basic				x				x		
Sewing, Intermediate								x		
Sewing for Baby and Toddler					x					
Sewing for your Home										x
Sewing Problems					x					
Sew What's New - seniors										x
Sexual and Family Violence				x						
Shakespeare	x									
Shorthand, Beginn.								x		
Sign Language I	x									
Silver Engraving			x							
Skiing										x
Skiing, Intermediate - X-country	x									
Slaughtering Your Own Beef						x				
Sled Building - Living Skills							x			
Small Business Admin. - Planning, Legal Considerations and Record Keeping				x						
Small Business - Advertising & Sales										x
Small Business - Construction Mgt. for			x							
Small Business - Credit Collection			x							
Small Business - Insurance & Risk		x								
Small Business - Keeping Accounts		x	x			x		x		
Small Business - Legal Considerations Insurance, Taxes for										x

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tonana Valley
Small Business - Recordkeeping and Financial Analysis for										x
Small Business - Taxes and		x	x							
Snow Machine Maintenance & Repair					x					
Soapstone Sculpture	x									
Social Sciences			x	x					x	
Solar Energy Workshop (passive)										x
Sourdough Workshop					x					
Spanish, Beginn. - conversation	x									
Spanish for Tourists, I & II		x								
Spelling - "Saturday Spelling"	x									
Spinning/Natural Dyes	x									
Spinning/Weaving	x									
Sports Injuries Workshop									x	
Stained Glass				x						
Stains, Removing from Fabric				x						
Stenography			x							
Sub-artic Agriculture, Intro. to		x								
Suddenly Single	x									
Supervisors Fire Protection		x								
Supervision & Group Performance									x	
Supervisors Developmental Course		x								
Survival, Winter Arctic				x			x			
Swedish Massage										x
Swimming, Beginn.	x									
Swimming, Intermediate	x									

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Swimming, Synchronized	x									
Swimming Classes, Seniors										x
Swine Feeding						x				
TV News Broadcasting				x						
Television Production				x						
Tailoring								x		
Tax Assistance - VISTA volunteers								x		
Taxes & Small Business	x	x								x
Taxidermy	x									
Tennis	x				x		x			
Theater Workshop								x		
Therapeutic Touch				x						
Therapy		x								
Time Management				x						
Training and Conditioning						x				x
Trigonometry				x						
Tuesday's Ten 'til Two	x									
Tundra Walk					x					
Veterinary Workshop							x			
Vocabulary Building		x								
Voc/Tech Education							x			
Vocational Topics				x						
Volleyball	x					x				x
Wallpaper, Hanging										x
Watercolors										x
Water Systems, Small		x								

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Weaving, Beginn.	x							x		
Weaving, Card	x									
Weaving, Loom	x		x			x				
Weaving, Off-loom			x							
Weaving, Project	x									
Weight Lifting	x									
Weight Loss Class					x			x		
Welding		x							x	
Wheat Bread - The Art of Making										x
Wild Life in Arctic Regions					x					
Wild Plant Identification									x	
Wilderness Survival				x						
Wills				x						
Wind Energy							x			
Wind Powered Generators				x						
Window Coverings to Save Energy				x						
Wines of the World	x									
Winter Camping & Survival				x						
Winterizing Your Home				x						
Women In History	x									
Women, Power & Politics	x									
Women's Health & Wellness										x
Women's Seminar, Native			x							
Women's Sexuality	x									
Woodcarving, Beginn.				x						

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Woodcarving, The Carving, Marquetry and Inlay of Fine Woods								x		
Wood Heaters				x						
Woodworking							x			x
Writing, Intro. to	x									
Written Communication, Methods of	x									
Yoga	x									
CHILDREN										
Art - An Art Carousel										x
Ballet (ages 4-16)										x
Boxing - Fairbanks Youth Boxing Club										x
Cooking/Kids are Natural Cooks										x
Crochet Sculpture (child. & adults)										x
Dance and Music for Children				x						
Drama				x						
Drawing & Painting, Beginn.										x
Fly Tying (child & adult)										x
Guitar, Beginn.								x		x
Gymnastics										x
Gymnastic, Intermediate										x
Horsemanship										x
Ice Skating										x
Karate - TaeKwon Do										x

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Magic Classes										x
Map Building										x
Monsters & Mythical Beasts										x
Movements & Tumbling										x
Pottery, Intro. to										x
Pottery										x
Preschool, Intro. to										x
Science for Preschoolers									x	
Sewing for Kids				x						
Sewing for Me, I and II										
Skiing - Cross Country										x
Skiing - Downhill										x
Songs & Activities for 2-3 yr. olds										x
Swimming (6 mos. - teens)										x
Theater for Children	x									
Tumbling										x
Typing										x
TEENS										
Advanced Programming for Young People										x
Art for the Future College Art Student										x
Aviation for Juniors										x
Ballet for Young People								x		x
Computers for Young People, Intro. to										x

Community service courses and one-time programs offered by the community colleges during the academic year 1979-80

	Anchorage	Kenai	Ketchikan	Kodiak	Kuskokwim	Mat-Su	Northwest	Prince Wm. Sound	Sitka	Tanana Valley
Dancing for Young People								x		
It's No Fun Being Shy										x
Line Disco Dancing										x
Nuts About Knots										x
Swimming Classes (6 mos. - teens)										x
Whales, Seals and Other Related Phenomena										x
Young Teen Modeling										x

CHAPTER V. GOVERNANCE STRUCTURE FOR THE COMMUNITY COLLEGES IN THE FIFTY UNITED STATES

The postsecondary educational structures of the fifty states display a great deal of diversity. Clearly, there is no single pattern for governance or coordination in the state systems. Examination of the relationship of community colleges within these systems also reveals a variety of patterns. However, the following descriptions can be used to categorize the structures into general classifications:

I. Community College governance or coordination exists separate from other public higher education.

The most common structure is to assign responsibility for community college governance or coordination under a separate board or boards. Thirty states have adopted this approach (Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, North Carolina, Oregon, Pennsylvania, Tennessee*, Texas, Virginia, Washington, Wisconsin and Wyoming).

*The governing board that governs the Tennessee Community Colleges also governs several senior institutions.

II. Community Colleges are under an all-encompassing educational agency - kindergarten through postsecondary.

In two states, the community colleges are governed or coordinated by one board that is designated as having responsibility for all public education--K-12, Voc-Tech, and Postsecondary (Idaho, Rhode Island).

III. Community Colleges are under an all-encompassing coordinating or governing agency for postsecondary education only.

In six states, there is one board designated as having responsibility for all postsecondary education (Georgia, Montana, North Dakota, Utah, Vermont*, West Virginia).

*The responsibility for the governance of postsecondary education in Vermont is shared by two boards.

IV. Community College governance or coordination is divided between two or more agencies.

Seven states provide governance for community colleges by sharing the responsibility with two or more agencies, many of which also govern senior institutions (Louisiana, Minnesota, New Mexico, New York, Ohio, Oklahoma, South Carolina).

V. Community Colleges are exclusively part of the university.

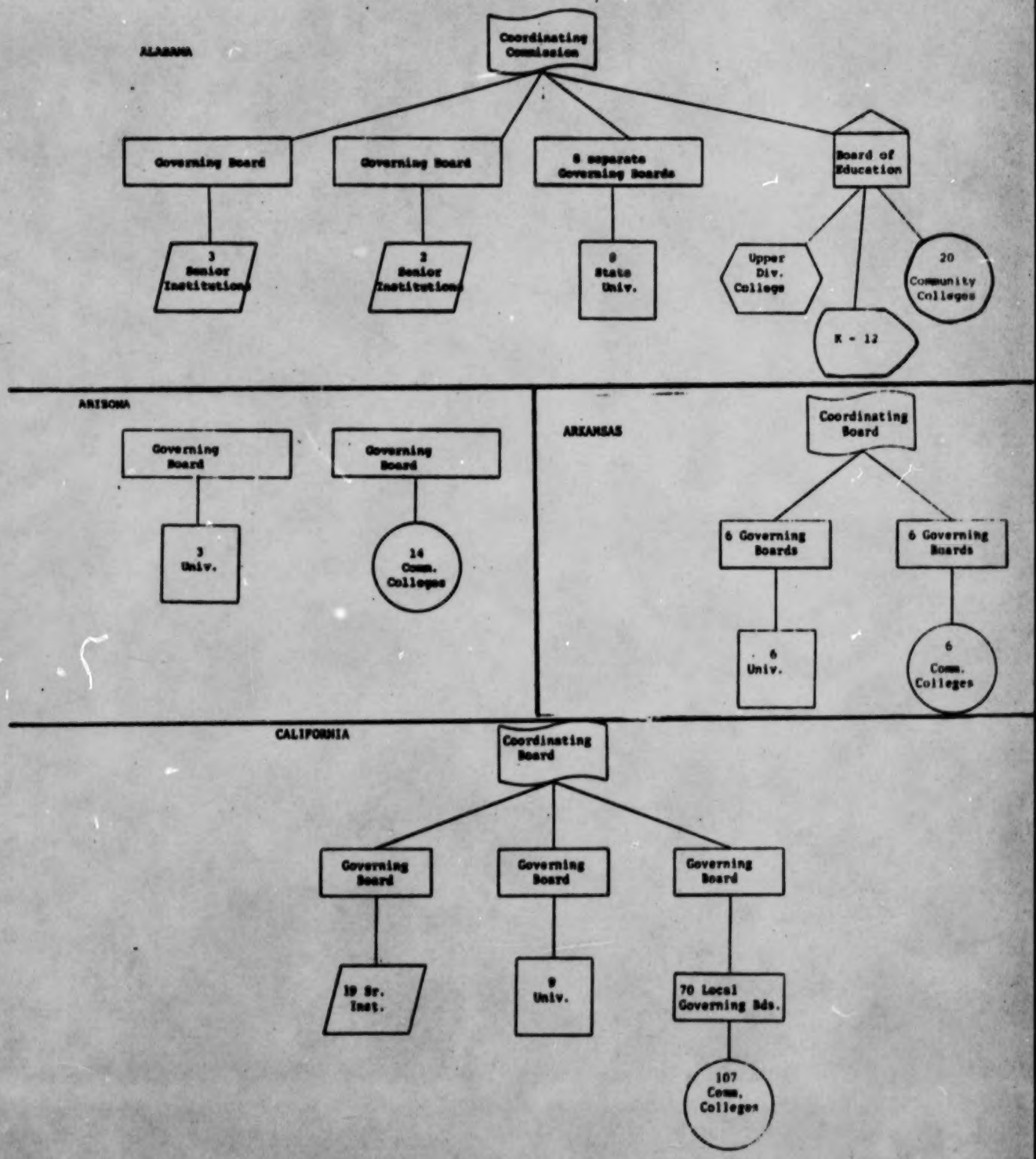
Four states have structures such that the public community colleges are exclusively part of a public university (Alaska, Hawaii, Kentucky, Nevada). In Kentucky, there are a number of governing boards for the four-year institutions but the community colleges are all part of the University of Kentucky.

IV. No Community Colleges.

Only one state has no community colleges (South Dakota).

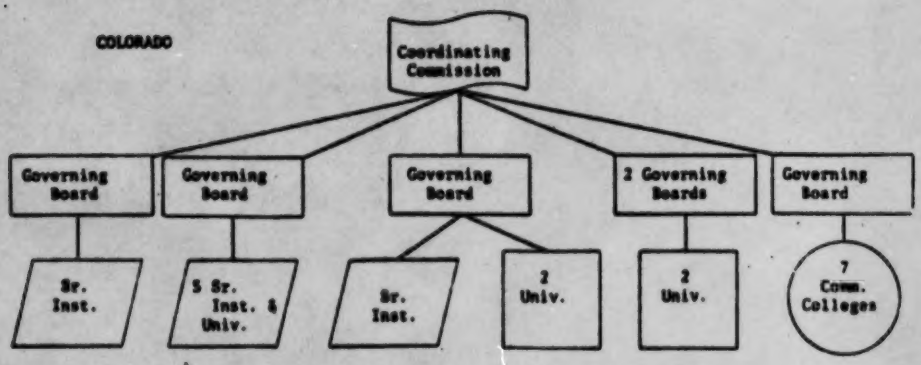
The diagrams on the following pages are presented to illustrate the organizational patterns for each category.

I. Community College governance or coordination exists separate from other public higher education.

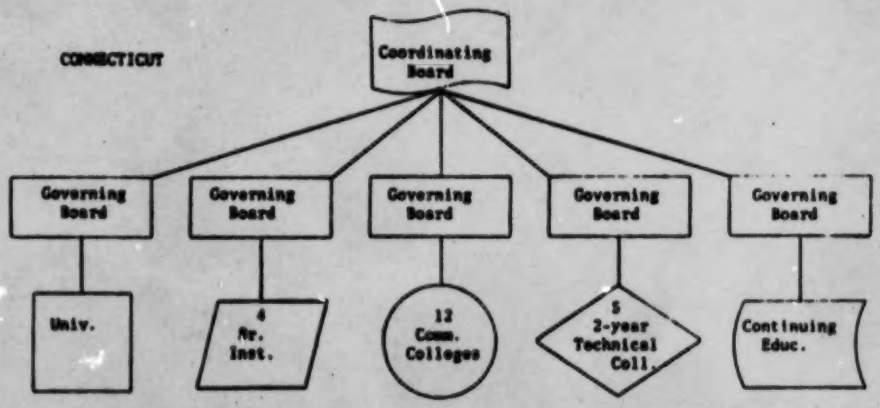


I. Continued

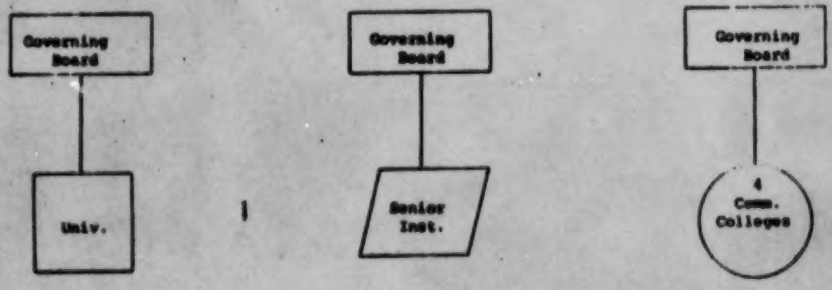
COLORADO



CONNECTICUT



DELAWARE



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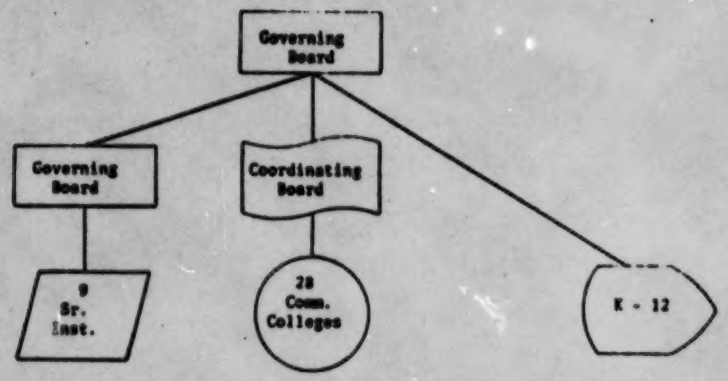
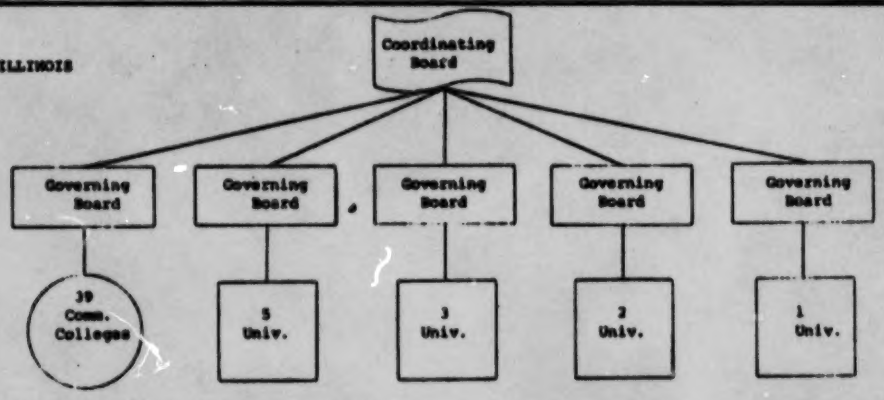
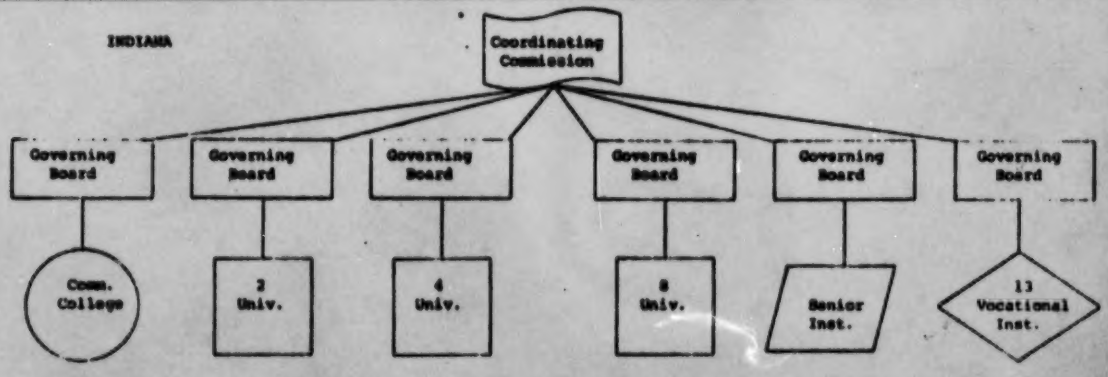
FLORIDA



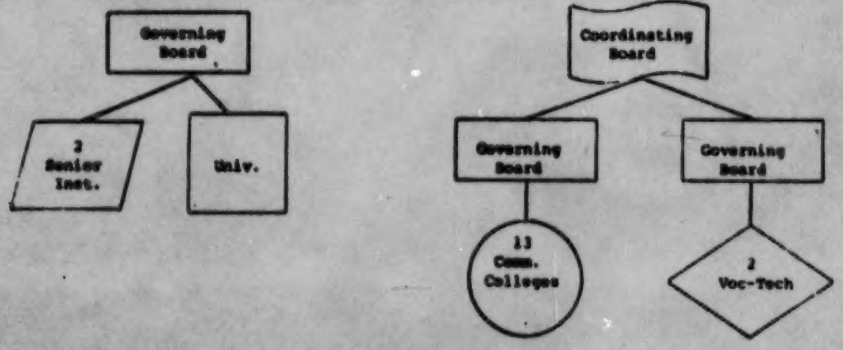
ILLINOIS



INDIANA



IOWA



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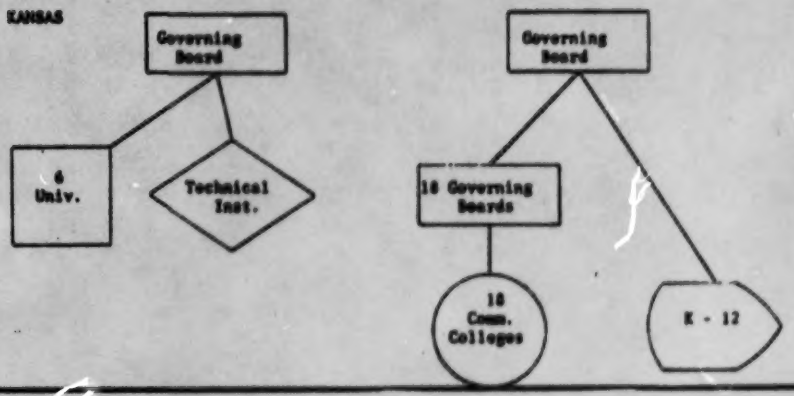
KANSAS



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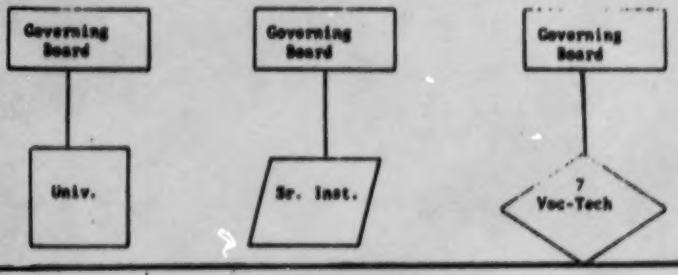

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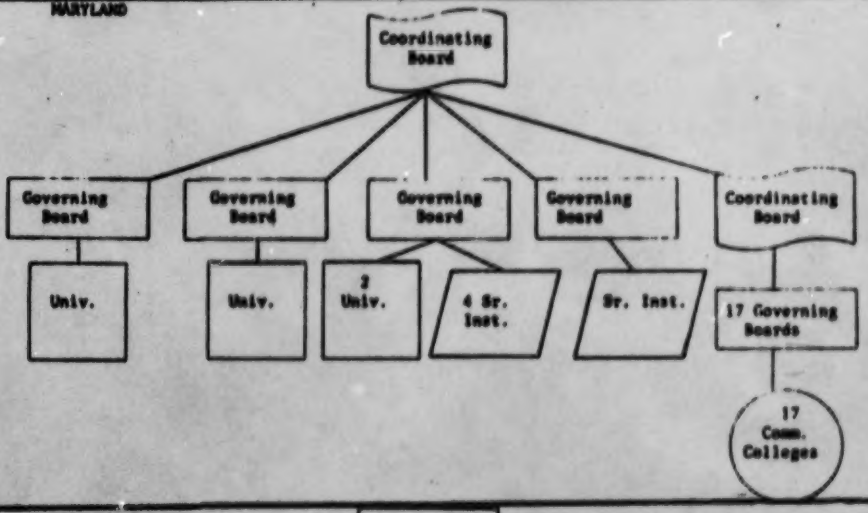
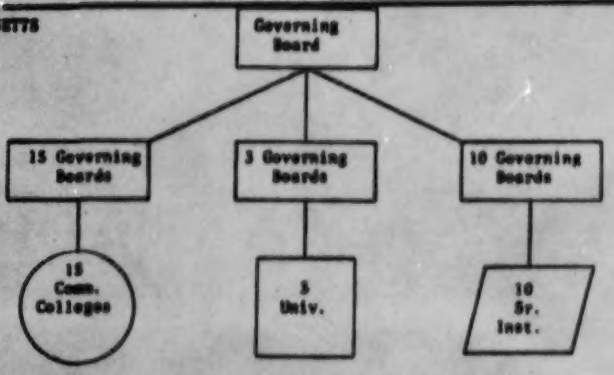


MASSACHUSETTS



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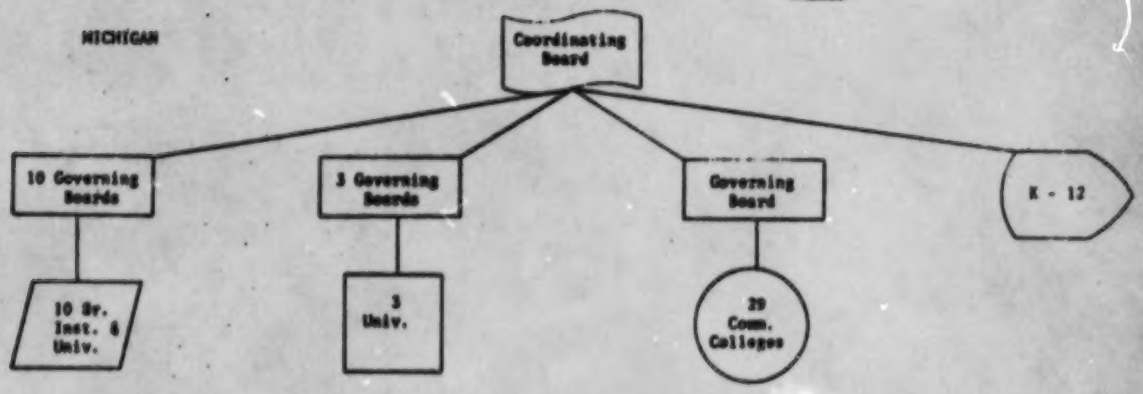
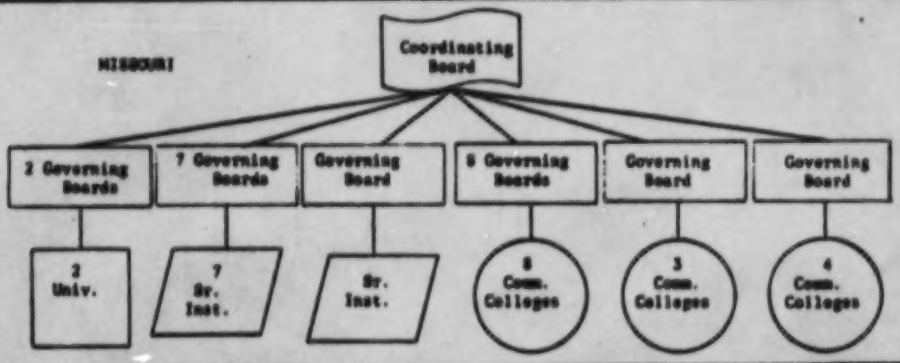
MICHIGAN

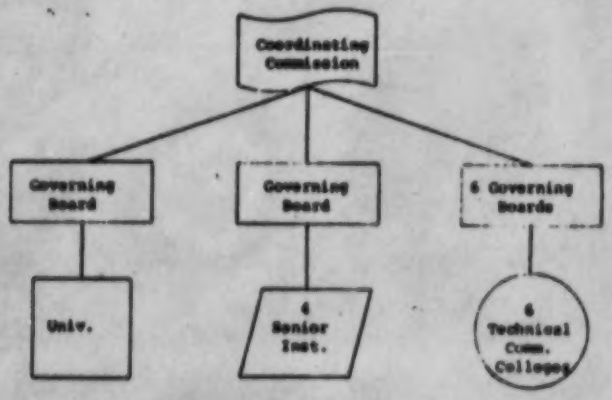


MISSISSIPPI

MISSOURI



NEBRASKA



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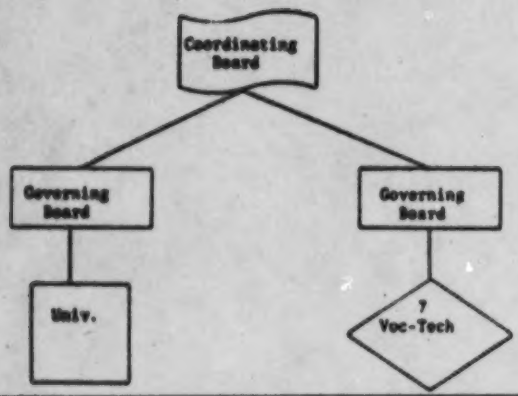
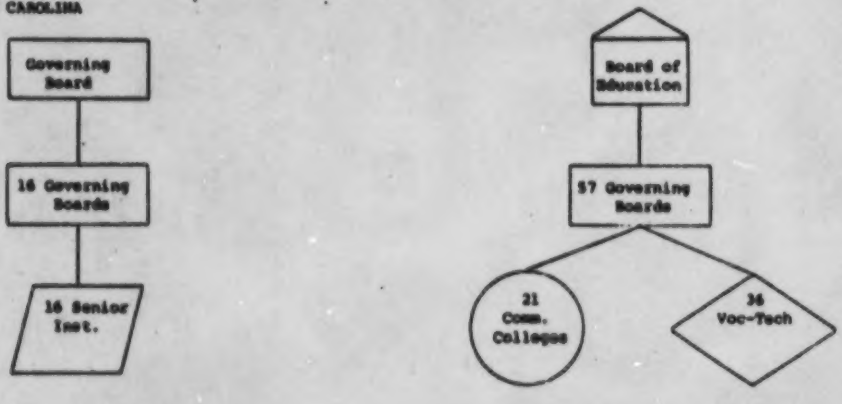
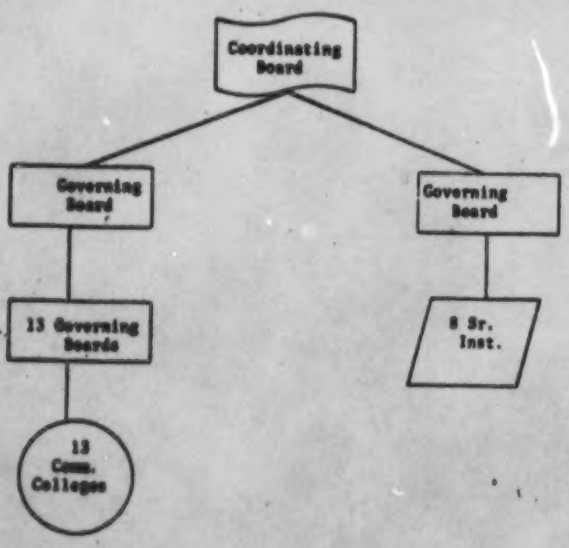
NEW HAMPSHIRE



NORTH CAROLINA



OREGON



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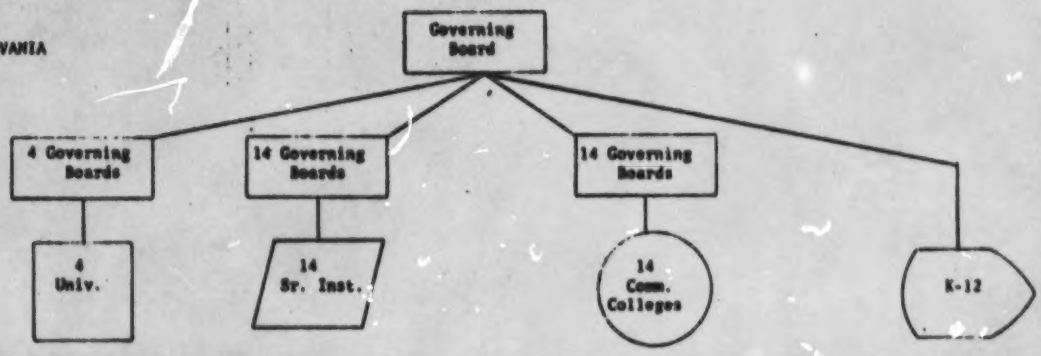
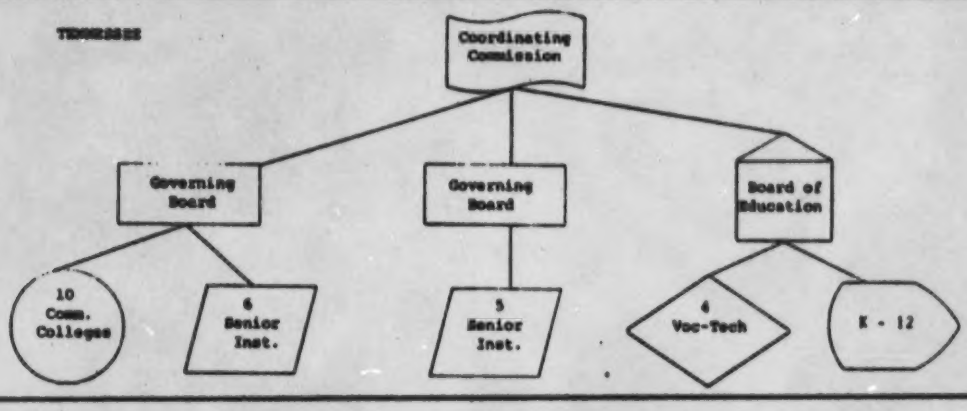
PENNSYLVANIA



TENNESSEE



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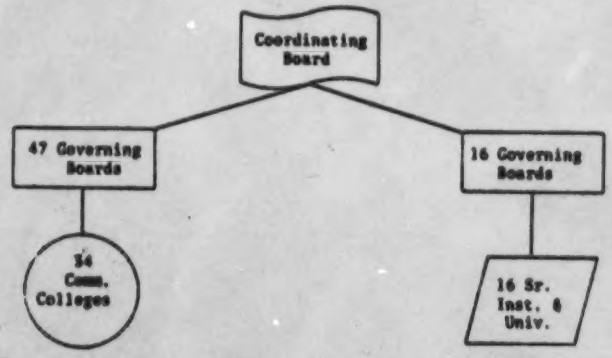
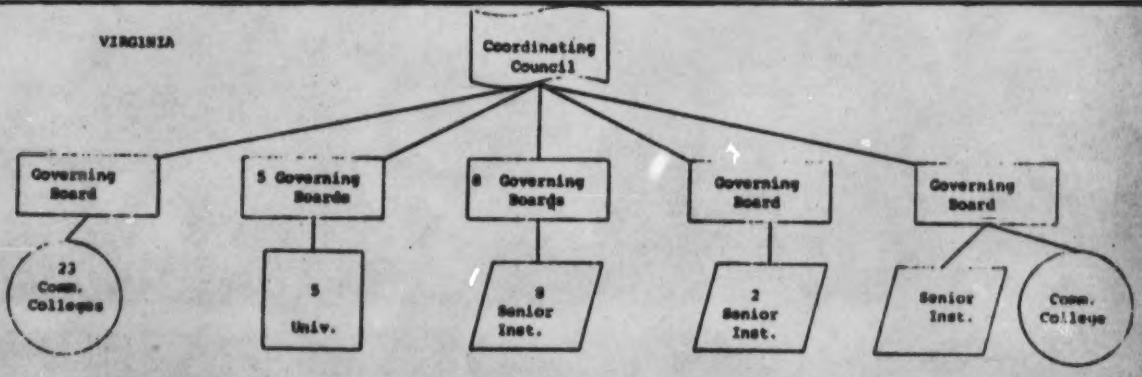


VIRGINIA



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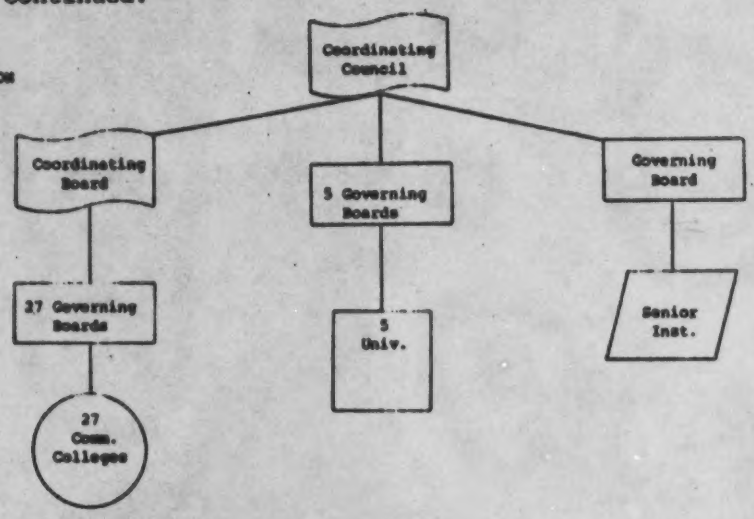
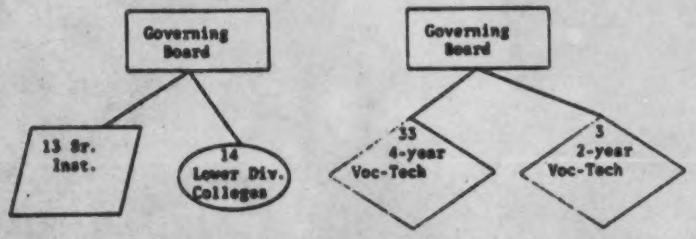
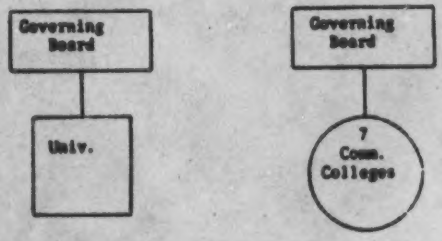
WASHINGTON



WISCONSIN

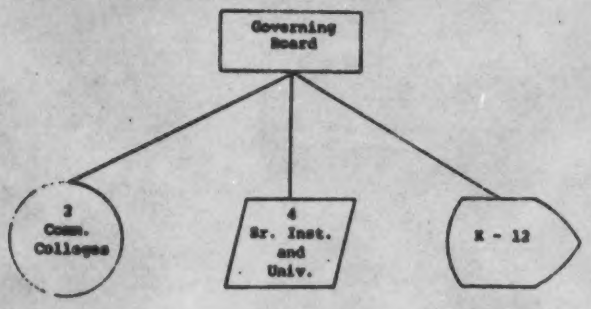


WYOMING

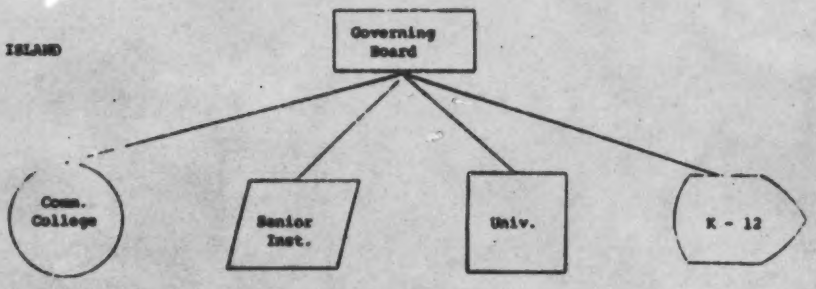


II. Community Colleges are under an all-encompassing educational agency--kindergarten through postsecondary.

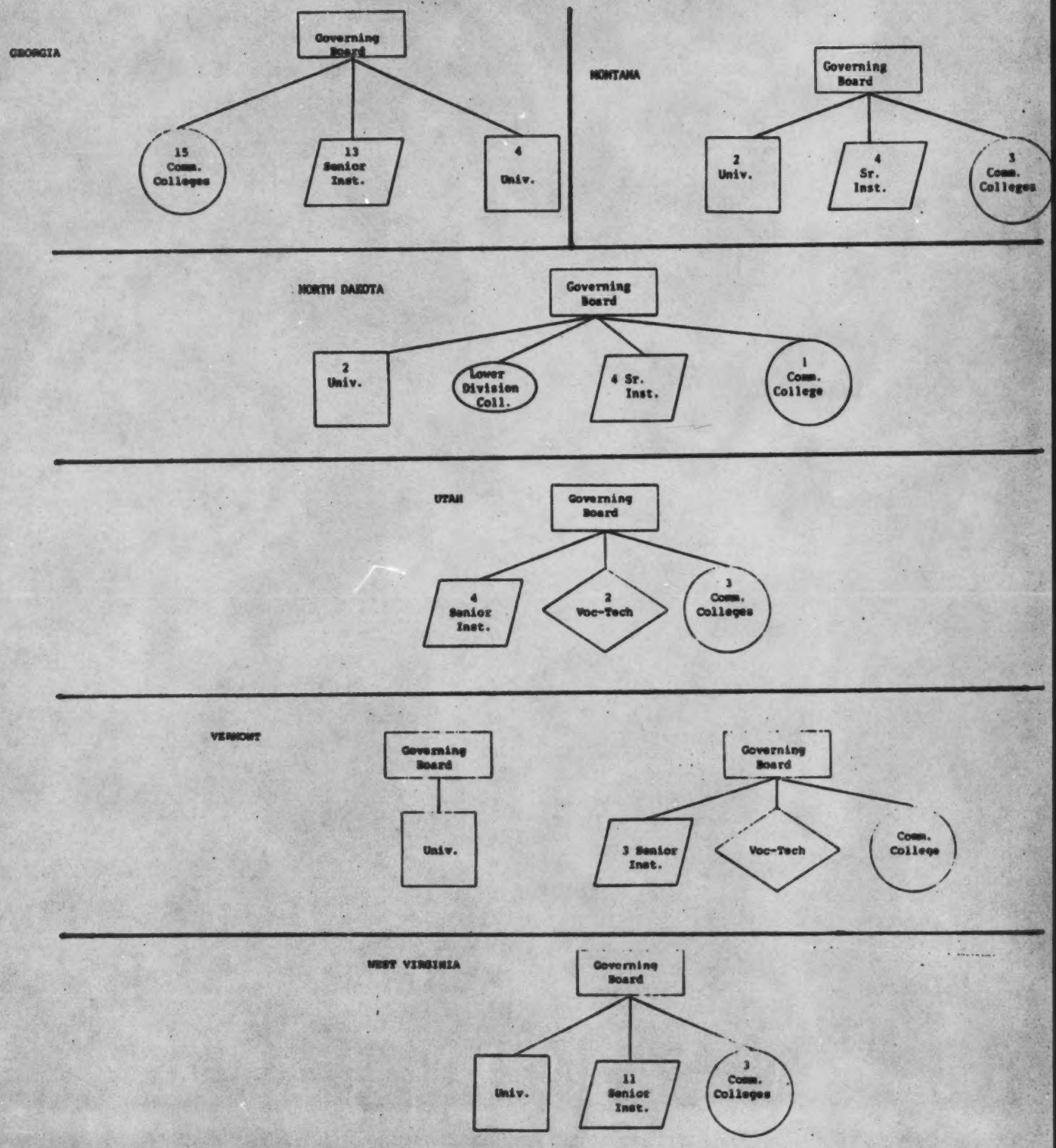
IDAHO



RHODE ISLAND

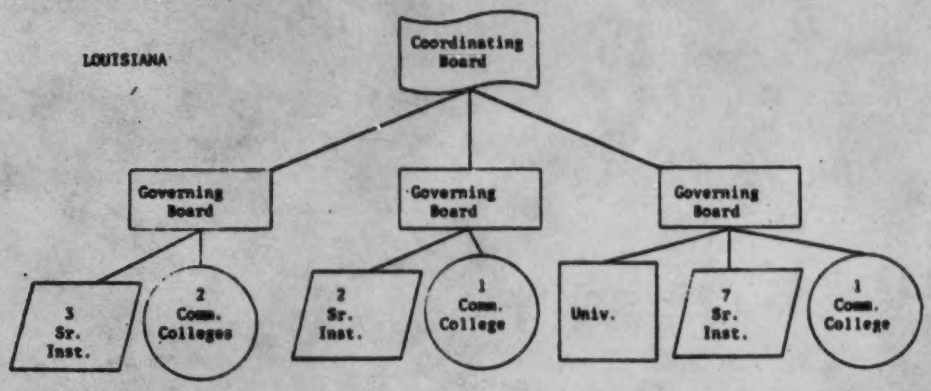


III. Community Colleges are under an all-encompassing coordinating or governing agency for postsecondary education only.

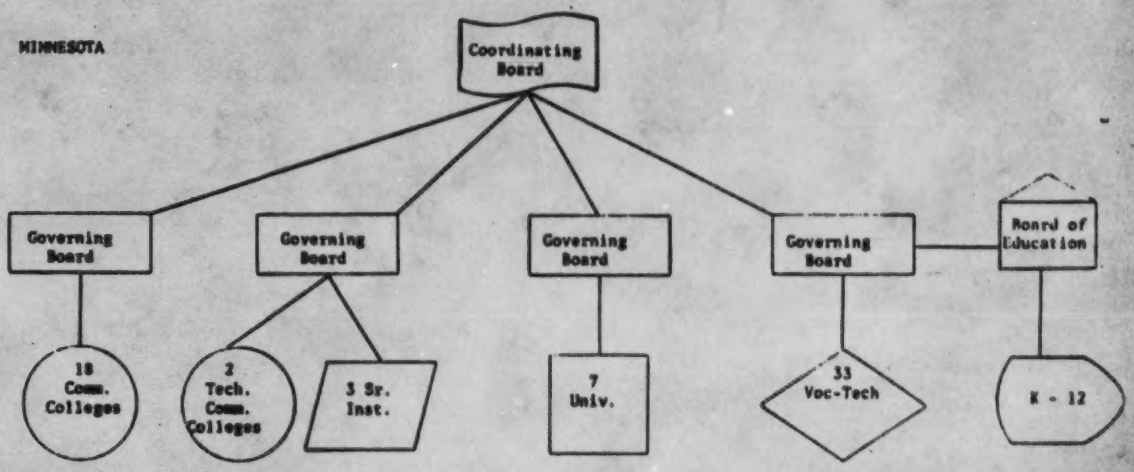


IV. **Community College governance or coordination is divided between two or more agencies.**

LOUISIANA



MINNESOTA



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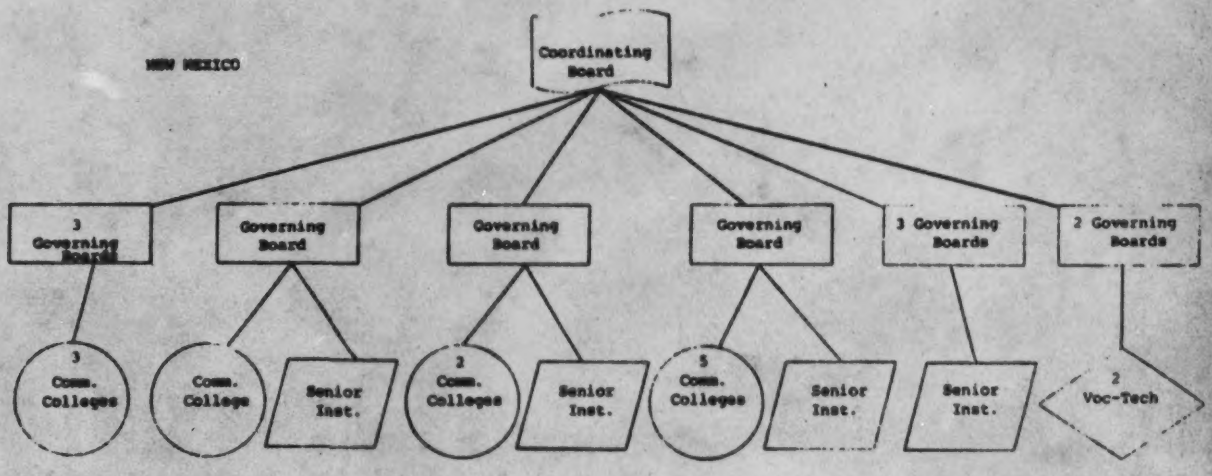

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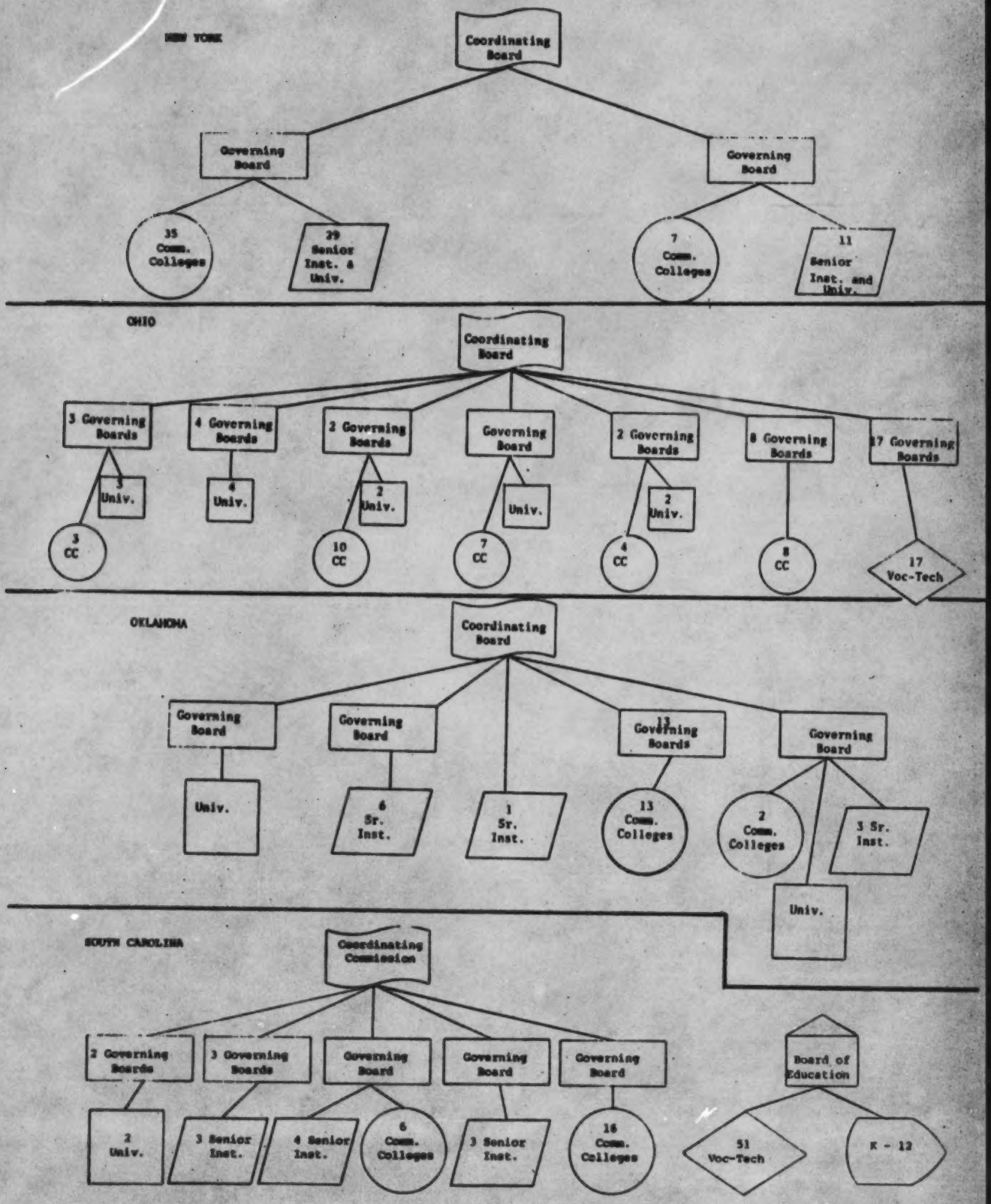
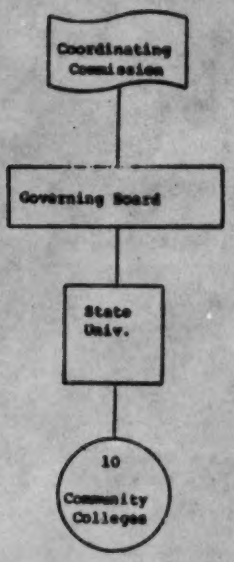


V. **Community Colleges are exclusively part of the university.**

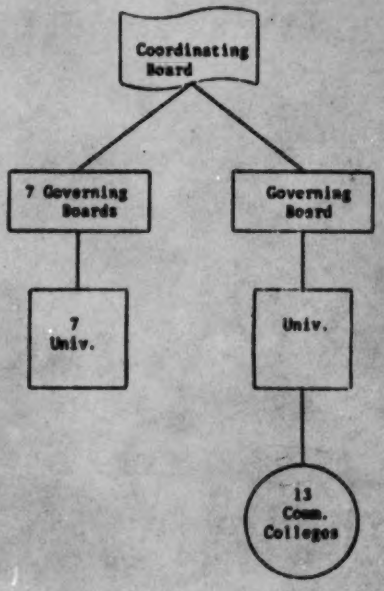
ALASKA



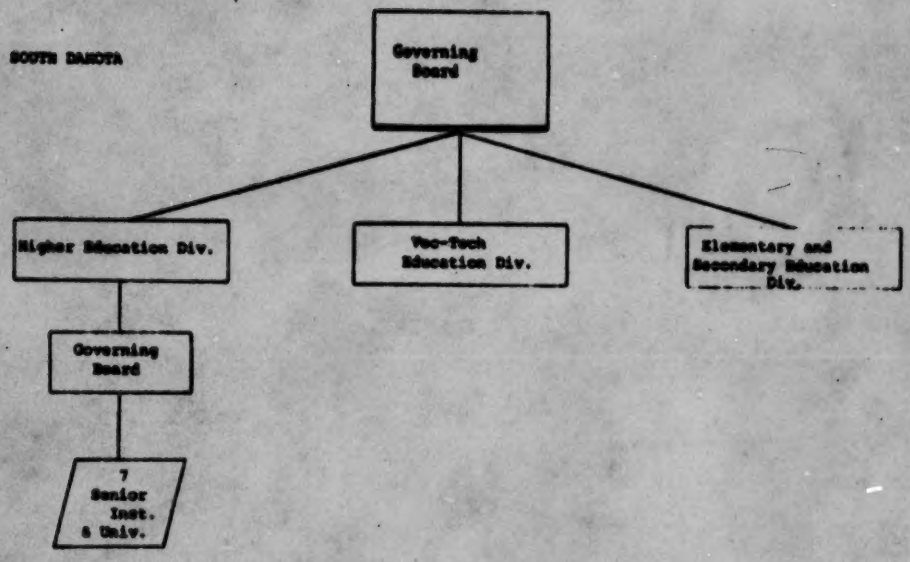
HAWAII

NEVADA

KENTUCKY



VI. No Community Colleges.



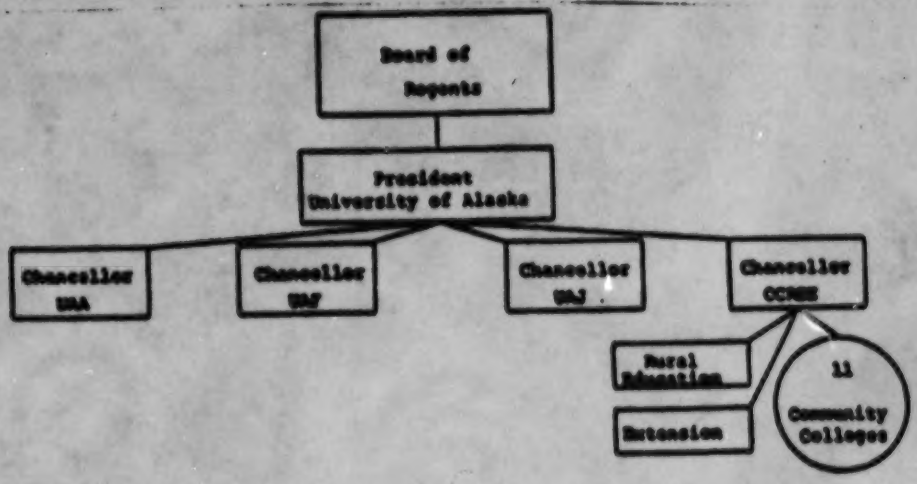
ALTERNATIVE GOVERNANCE STRUCTURES

The following alternatives are identified as possible approaches to community college governance in Alaska. The governance configurations do not exhaust all possibilities. Rather, they identify those organizational options that have been proposed by various groups within the state or represent an alternative that may provide beneficial results for Alaskan students.

It should be emphasized that our consideration of alternative governance structures is based upon how governance and administrative strategy affect the quality and cost of education. All other considerations are either secondary or irrelevant. For the community colleges, the fundamental purpose of organizational structure is to facilitate and enhance the teaching-learning process at reasonable cost. The following alternatives should be evaluated in that context.

Alternative 1. -- No change

Continue the present organizational structure. This structure provides for a chancellor of the eleven community colleges who reports to the president of the university system along with three other chancellors responsible for the Anchorage, Fairbanks, and Juneau campuses.

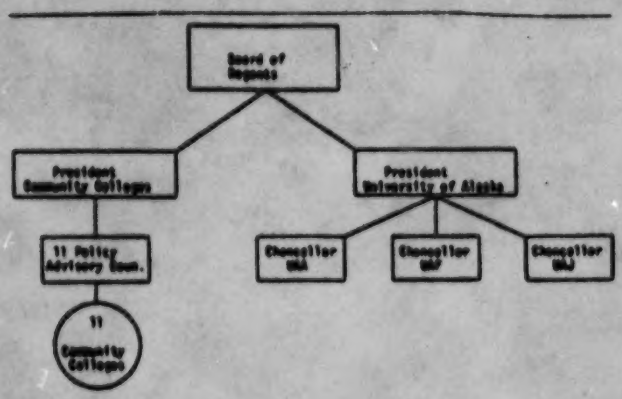


Alternative 2. -- Entity within the system, but independent of university centers

Establish a governance structure for the community colleges which places all of the community colleges under one president who would in turn report to the Board of Regents. Thus, the Regents would have two presidents reporting directly to them, one for the university system and one for the community college system. Technically, under this arrangement, the university center president would remain a step above the community college president within the university hierarchy. This is because the university president is now, under Alaska's constitution, the "executive officer" of the Board. However, practically speaking, the community college president would be in a position of parity with respect to the university center president.

Under this arrangement, the policy advisory councils would have

statutory policy-making authority in the areas of approval of the president of the local college, approval of the budget request of the local college, and approval of college programs offered on the local campus. In other words, they would have statutory control over the local college in the areas described above, but would function in an advisory capacity to the president of the statewide system. The local campus president would oversee day-to-day operations and implement local campus policy.

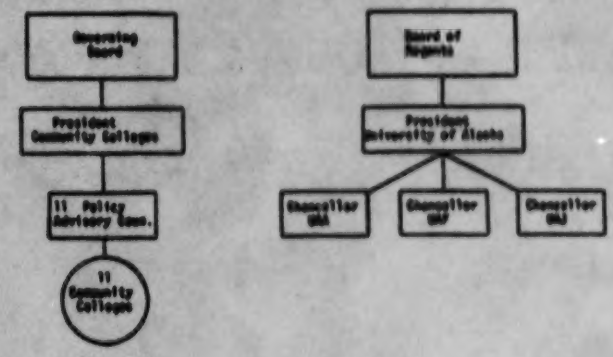


Alternative 3. -- Two systems

Establish two governance systems, one for the community colleges and one for the university centers. In short, the community college division of the university would become an autonomous entity with its own board of governors. The community colleges would be responsible to their board, and the university centers would continue to be under the aegis of the university board of regents.

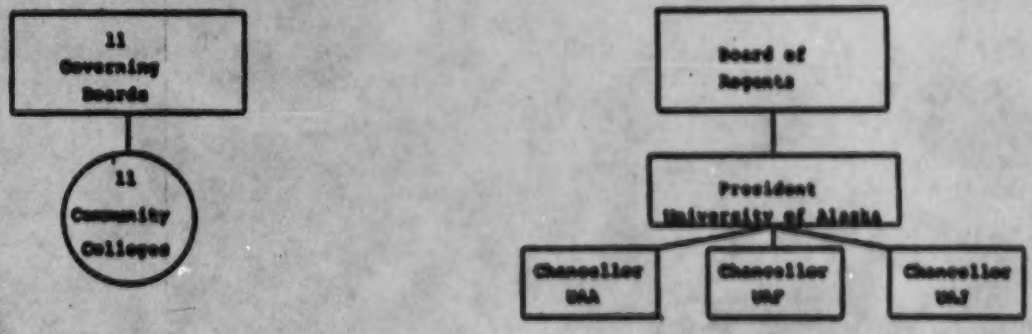
The independent community college system would have a president who would represent its interests to the board. Each college would also have its own chief administrator. In addition, the policy advisory council of each college would have powers similar to those discussed in alternative 2. Thus, the chief administrator of the local college would be in the

same position vis-a-vis the policy advisory council and the statewide president as described in alternative 2.



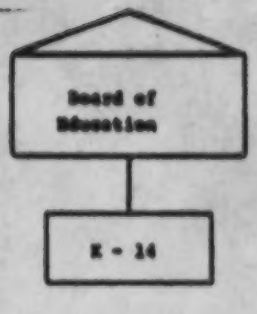
Alternative 4. -- Individual governing board for each community college

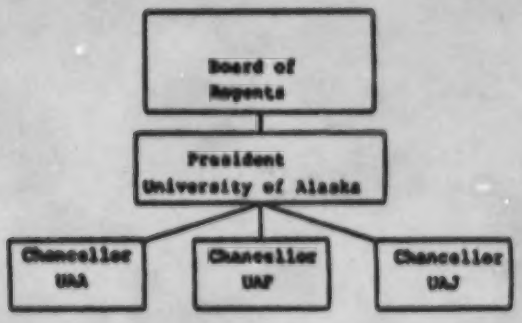
Remove the community college division from the aegis of the university board of regents. Each college would function as an individual autonomous entity with its own board of governors as the sole governing body of the college. The members of the boards would reside in the regions served by their respective community colleges. The boards would seek funding directly from the legislature and other sources of revenue because there would be no statewide coordinating system.



Alternative 5. -- Thirteenth-fourteenth year

Place each community college under the jurisdiction of the elementary-secondary school district or REAA in which it is located. The chief administrative officer of each college would be under the aegis of the superintendent of the school district or REAA. The state Board of Education would coordinate funding. It should also be noted that accreditation of the college by the Northwest Association of Schools and Colleges would be reviewed.

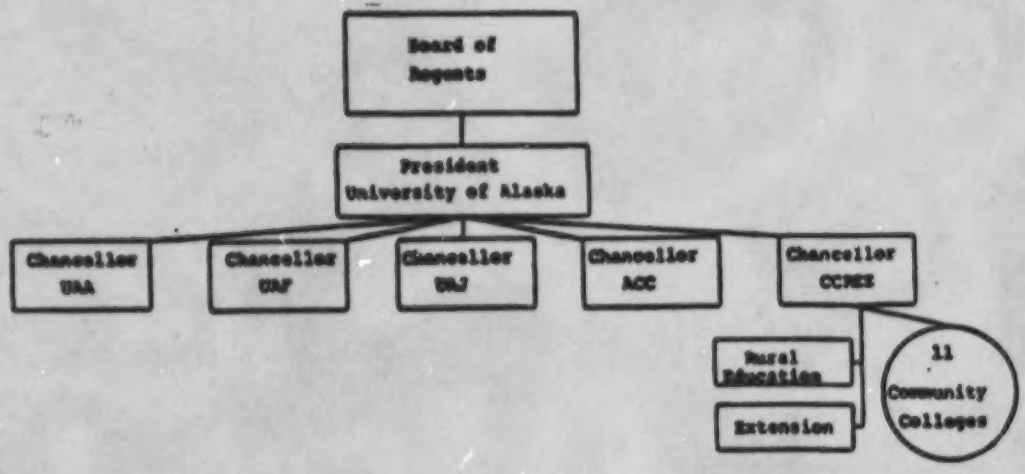




Alternative 6. -- Chancellor for Anchorage Community College

Modify the present organizational structure by adding a chancellor for Anchorage Community College. Thus, five chancellors would report to the president of the university - a chancellor for the remaining community colleges, a chancellor for Anchorage Community College, and a chancellor for each university center.

This organizational structure was presented in public hearing testimony. The notion behind this arrangement is that when a college matures to the point where it no longer requires support services from the community college division, it should be given its own chancellor.



CHAPTER VI. ROLE OF THE POLICY ADVISORY COUNCILS

PURPOSE

Each of the community colleges has a policy advisory council (PAC) associated with it. The major duties and responsibilities of each council include representing the citizens within the college's service area, advising the campus president, and recommending action concerning the college's programs. These broad responsibilities must be consistent with the guidelines, rules, regulations, and policies of the Board of Regents of the University of Alaska.

A review of the individual by-laws of the policy advisory councils reveals several specific duties. Although each set of by-laws is somewhat different from the others, the following responsibilities can be found in one or more of the by-laws.

- -- Evaluation and assessment of programs.
- -- Involvement in the determination of the need for facilities and planning for such facilities.
- -- Establishment and maintenance of communications between the college and the community.
- -- Recommendations to the chancellor on the proposed budget for the college.
- -- Viewing of the tentative working budget and recommendations to the chancellor.
- -- Recommendations and comments on policy implementation or policy changes.

-- Recommendations to the college president concerning course offerings.

-- Participation in the process of selection of the president.

-- Advisement of the University of Alaska representatives and regents.

-- Advice to the campus president and representation of the constituency served by the institution.

REPRESENTATION

Most of the policy advisory councils have 15 members. However, some council by-laws indicate that membership can be as low as 9 or 10 members. The selection process for the PAC's varies considerably. The by-laws of at least one institution state that nominees for vacancies are proposed for membership by council members, approved and appointed by the campus president, and confirmed by a board of regents. Other PAC's forward the names of new members directly to the board of regents for confirmation after approval by the council. Still others submit nominations for prospective members to the chancellor. In short, there is no consistent pattern concerning the approval of new members. Virtually all of the PAC's, however, select some members at large, and appoint others to represent various constituencies.

Membership on the councils includes people from all walks of life, who represent professional, business, and governmental leadership. PAC members include: director of vocational-technical education of a school district, entrepreneur, board member of a native association, housewife, Colonel in the Air Force, banker, school board member, retired person,

attorney, Commander in the Coast Guard, representative from a chamber of commerce, magistrate, barber, and newspaper publisher.

PUBLIC HEARING TESTIMONY

There was considerable discussion concerning the PAC's at the public hearings. A few recurrent themes are identified as follows.

1. It was felt that the PAC's are of marginal importance primarily because of the indifference of the board of regents toward the PAC's.
2. There was virtual consensus that the PAC's should have greater policy-making authority, particularly in the area of budget and planning.
3. The communication between the regents and the PAC's is poor and sporadic.
4. The PAC's are ineffectual because of their lack of policy-making authority and the lack of interest of the members.
5. Funding should be available for the training of PAC members, especially for their involvement in the budget/planning process.

RECENT EVENTS

The Chancellor of Community Colleges, Rural Education, and Extension Division has now required that all policy advisory councils "sign off" the community colleges' budget requests and "sign off" all new program requests. Moreover, the chancellor is in the process of evaluating the responsibilities of the PAC's in an attempt to rectify the inconsistencies between individual community colleges. Some questions that are being addressed are: 1) how should the PAC members be selected? 2) who should ratify the selection or appointment of the PAC members?

and 3) what are the appropriate duties and responsibilities of the PAC's?

It is apparent that the policy advisory committees are still evolving. The answers to the above questions will greatly determine the PAC's character and usefulness to the community colleges in the future.

CHAPTER VII. SUMMARY OF PUBLIC TESTIMONY

This chapter contains the summaries of the public hearings that were conducted for the study. Detailed transcripts of each hearing are found in Volume II. The testimony for each public hearing is categorized into four areas: (1) governance structure; (2) mission of the community college; (3) response to needs; and (4) policy advisory committee. Although there was a wide variety of comments concerning these and other issues, several common themes can be identified.

A. There is widespread opinion that there is inequitable funding to the detriment of the community colleges. Formula funding is seen as one solution to the problem.

B. With the exception of UAJ, there is dissatisfaction with the community college's ability to provide courses and programs requested or needed by their constituents. The consensus is that the community colleges lack the resources to fulfill their mission.

C. There is a demonstrable need for more flexibilty of educational delivery modes. In particular, the development of short, intensive educational experiences is advocated.

D. Several governance structures were proposed; however, no one governance structure was endorsed by a majority of the people.

E. A significant portion of those who testified at the public hearings indicated that the transfer of credits from the community colleges to the university centers is at best, difficult to understand and at worst, unfair and discriminatory toward the community college students.

F. The policy advisory councils of the community colleges are seen as serving an important and vital function. A large majority of those who testified proposed that the PAC's acquire additional policy-making powers, governance structure notwithstanding.

G. A major failure of several of the community colleges is reflected in their inability to provide appropriate and adequate outreach programs to the various locations within the college's service area.

H. A primary thrust of the community colleges is to offer vocational-technical courses and programs that relate to community needs. This function is seen as significantly different from the university center missions.

I. The community colleges cannot be evaluated solely in terms of how many student credit hours are produced and how many degrees are awarded each year. These may be appropriate ways of evaluating the performance and productivity of university centers. However, such statistics do not provide a complete understanding of the success of a community college. Since the bulk of a college's course offerings and community service activities do not bear credit or lead towards a degree, it is misleading to judge the worth of a college on statistics that only account for credits produced and degrees awarded.

ANCHORAGE COMMUNITY COLLEGE HEARING SUMMARY

WHERE: Anchorage Community College

WHEN: December 13, 1980

NUMBER OF PEOPLE TESTIFYING: 31

NUMBER OF PEOPLE IN ATTENDANCE: 36

A. Governance Structure

A considerable amount of testimony addressed dissatisfaction with the university's governance of ACC. It was mentioned that the community college is a "stepchild" of the university and therefore has received inequitable funding. Since university administrators are hired from the full professor ranks, they have a poor attitude toward the community college, which disturbs the ACC faculty. Also, the bureaucracy for program approval and budgeting is exasperating and detrimental to the community college mission.

In spite of widespread dissatisfaction with the present governance structure, there is no support for the 13th-14th year concept of governance. Other governance structures were suggested, however; the majority of those testifying endorsed the creation of two boards, one for the University, and one for the community colleges. Another suggestion was to establish two chancellors, one for urban community colleges and one for rural community colleges. A third idea envisions a chancellor for ACC and one for the other community college systems. The premise for this notion is that ACC is now a "full-fledged comprehensive community college" and does not need the support services that are provided for other community colleges by the university. It

was proposed that when other institutions reach the size and strength of ACC, they could also acquire their own chancellors.

B. Mission

As addressed previously, several people indicated that ACC is a truly comprehensive community college because it offers the five traditional services: (1) college transfer courses, (2) vocational courses, (3) community service programs, (4) counseling and guidance, and (5) developmental-remedial education.

Some said that lower division courses should be offered by ACC, thereby allowing UAA to use its resources to offer more upper division courses. Another suggestion was that vocational-technical courses be assigned to the community colleges and that the skill center in Anchorage become a part of ACC.

C. Response to Needs

Several who testified indicated the need for vocational programs, ABE and developmental courses. There was testimony concerning the lack of appropriate facilities. Also, the need for more immediate response to community needs was discussed.

D. Policy Advisory Council (PAC)

There was testimony suggesting that there was a good relationship with the Policy Advisory Council and the president of the Community College. However, the regents are indifferent, and therefore, the PAC is of "marginal importance". Several indicated that the PAC should have more policy-making authority, particularly in relation to the hiring of the college president and approval of the local campus budget. It was emphasized that communication between the PAC and the regents must be enhanced.

KENAI PENINSULA COMMUNITY COLLEGE HEARING SUMMARY

WHERE: KENAI PENINSULA COMMUNITY COLLEGE

WHEN: November 14, 1980

NUMBER OF PEOPLE TESTIFYING: 35

NUMBER OF PEOPLE IN ATTENDANCE: 42

A. Governance Structure

A majority of those testifying endorsed separating the community colleges from the university system. There were two major complaints. First, several people indicated that communication between the university and the community colleges is very poor and that the university does not understand the role of the community college in the Kenai Peninsula area. Second, the community college does not receive adequate funding for its needs. Those who did not advocate separation posed the same complaints; however, their solution was improvement of communication and cooperation with the regents. It was further noted that it is important for the regents to have a change of attitude. There was very strong opposition to the 13th-14th year concept.

B. Mission

Several of those who testified indicated that the college should evolve into a four-year autonomous baccalaureate degree-granting institution.

C. Response to needs

There was strong sentiment from those who testified that the college is not responding adequately to the needs of the area. Many placed the blame on university control of KPCC. Some indicated that the system is not flexible enough and it is very difficult to start new programs.

Business, fishing, forestry, alternative energy, radio broadcasting, emergency medical technician, performing arts, and additional vocational-technical programs were examples given of needed programs. Community college services in Seward and Homer are inadequate. The villages in the area are not being serviced at all. Many persons indicated that the area needs dormitories or other forms of housing for the students. Several expressed dissatisfaction with transferability of credits from the community college to a university center. Others stated that formula funding would be an appropriate strategy for equitable allocation of financial resources.

D. Policy Advisory Council

All witnesses advocated a stronger PAC. One primary reason given was to counteract the indifference of the university. Several indicated that the present powers of the PAC are totally inadequate.

KETCHIKAN COMMUNITY COLLEGE HEARING SUMMARY

WHERE: Ketchikan Community College

WHEN: December 18, 1980

NUMBER OF PEOPLE TESTIFYING: 5

NUMBER OF PEOPLE IN ATTENDANCE: 5

A. Governance Structure

Conflicting testimony was heard concerning the governance structure of the community college. One person suggested that the community colleges remain within the University because of the simplicity of the organization and the prestige associated with University of Alaska transcripts. Another person noted that if the original community college act is adhered to, there is no need for a governance change. A third person advocated the establishment of two systems because funding would be more equitable, there would be elimination of successive layers of organizational bureaucracy, and it would be easier to fulfill the community college mission. There was no support for the 13th-14th year concept.

B. Mission

There was little testimony concerning mission.

C. Response to Needs

Most transfer course needs are being met. However, the college needs more vocational programs in the following areas: marine industry welding, carpentry (with marine application), marine electronics, marine diesel, auto-truck mechanics, and accounting and business administration. It was also suggested that a full-time ABE instructor be employed. Others testified that the college needs more facilities and more full-time faculty.

D. Policy Advisory Council

There was mixed testimony concerning the PAC. Some suggested that it is very active and viable. Others indicated that more local input is needed.

It was suggested that the PAC have greater policy-making authority. Some concern was voiced about the difficulty of finding interested persons to serve on the council. It was also suggested that there be funding available for training of PAC members so that they can become more knowledgeable about the community college budget process and, thus, more capable of making intelligent decisions about budgetary matters.

KODIAK COMMUNITY COLLEGE TELECONFERENCE SUMMARY

WHERE: Legislative Affairs Office, Soldotna

WHEN: November 13, 1980

NUMBER OF PEOPLE TESTIFYING: 6

A. Governance Structure

More than one person indicated that the university centers and the community colleges have a very different role and the university administration does not understand that difference. One person advocated a separate system for the community colleges under one governing board. The same person was strongly opposed to having the community colleges under the aegis of the local school district. Testimony revealed that the full-time faculty at Kodiak Community College are divided four-to-three in favor of separation.

B. Mission

As mentioned before, more than one person indicated that the missions of the community colleges and the university centers are quite different. One person stated that the role of the community college should be flexible enough to provide a wide variety of educational services. Another reinforced this notion by describing several activities that should be part of a community college endeavor. These include enrichment courses for high school students, and courses to improve the mental well-being of both men and women. The importance of offering graduate courses in the area was also noted.

C. Response to Needs

Although not directly addressed, it was apparent from testimony that Kodiak Community College is responding appropriately to the needs of local residents.

5. Policy Advisory Council

The fact that the college is striving to meet all needs in the community was pointed out. It was further suggested that, since the PAC is the voice of the community, it should be vested with policy-making authority.

KOTZEBUE HEARING SUMMARY

WHERE: Kotzebue City Hall

WHEN: October 28, 1980

NUMBER OF PEOPLE TESTIFYING: 11 - one written

NUMBER OF PEOPLE IN ATTENDANCE: 19

A. Governance Structure

There was little consensus of opinion concerning governance structures among those who testified. Two distinct groups appeared at the hearing. One group, primarily consisting of lay people, are displeased with the community college's relationship with the university, but do not care about administrative structure as long as the college responds effectively to community needs. The other group, primarily composed of education administrators, argued strongly for placing the community college under the aegis of the Northwest Arctic REAA as the thirteenth and fourteenth year. It was stated that since a new technical center is soon to be completed that will complement the vocational effort of the school district, and since community school activities are operational, a large portion of the community college's mission is being accommodated. The only missing aspect of the community college mission is the traditional academic program, a relatively insignificant endeavor in this area, according to the testimony.

B. Mission

Several comments were made concerning the purposes of the community college. Witnesses suggested that a community college in the region should offer programs in three basic areas: (1) academic programs, (2) vocational-technical courses, and (3) short-term courses. Others suggested that when the college was operational, most students took

courses for personal benefit; very few enrolled in academic courses. Another witness suggested that courses concerning parks and recreation be offered since a third of the region consists of parks and monuments.

C. Response to Needs

There was little discussion of this issue except to note that semester-long courses are often inappropriate because students often have difficulty sustaining their interest for 15 weeks. The short, intensive course (for example, a three-day, one-credit experience) was suggested as one effective mode of instruction.

D. Policy Advisory Council

Little was said about the PAC. Those who did comment, indicated support for strengthening the PAC by giving it more policy-making authority.

KUSKOKWIM COMMUNITY COLLEGE HEARING SUMMARY

WHERE: Kuskokwim Community College

WHEN: October 23, 1980

NUMBER OF PEOPLE TESTIFYING: 20

NUMBER OF PEOPLE IN ATTENDANCE: 30

A. Governance Structure

A majority of the people advocated separating the community colleges from the University of Alaska system. Some reasons for this recommendation are as follows:

(1) The university administration does not understand the educational needs of rural Alaska nor does it understand how the community college can best meet those needs. Effective delivery of education to rural Alaskans is restrained by the university model. Non-traditional instruction that recognizes cultural differences is needed to reach residents of rural Alaska.

(2) Transfer of courses to a four-year school is of low priority while community service is of paramount importance.

An overwhelming majority of those who testified indicated strong opposition to establishing thirteenth and fourteenth grades under the jurisdiction of the REAA. The following major reasons for this opposition were given:

(1) The Molly Hootch decision has placed an additional burden on the local school board and it is too involved in trying to meet the needs of students in grades Kindergarten through 12. Since the decision, the number of schools in the area has grown from 3 to 23.

(2) Jurisdictional problems could arise because there are four REAA's and one school district served by the college.

(3) The Yupik Language Center may be eliminated.

Two persons did not support separation of the community colleges from the university because of the following reasons:

(1) Unnecessary administrative duplication would be an inevitable result.

(2) Graduate course offerings in the area would be threatened.

(3) The prestige of an association with the university would be lost.

(4) Current problems may continue under a separate board.

Both persons, however, suggested that local control could augment the authority of the policy advisory council. Three specific powers were proposed:

(1) consent in the hiring and firing of the president;

(2) approval of the planning and operating budgets; and

(3) ratification of new programs.

B. Mission

The testimony implied that community service, in its broadest sense, is the fundamental and overriding purpose of a community college. It was noted that although efforts are currently being explored to increase the accessibility of community service activities throughout the region, more attention should be paid to delivering services in village communities.

C. Response to Needs

Several comments addressed this issue.

(1) There is no general fund support for non-credit courses. This constrains course offerings.

(2) The educational TV effort has not been effective because the presentation of course material over a fifteen-week semester is too long and because it is difficult for some students to concentrate on courses taught through the television medium.

(3) Since the semester can be inappropriate, short, intensive activities are often more effective means of instruction. The community college instructors' union contract is one hindrance to the establishment of short, intensive courses. Yet, in general, there is not enough flexibility in response to course needs. Since specific needs are often of short duration, the college must have the capability of responding quickly, and then terminating that response quickly, when the service is no longer needed.

(4) Teaching courses in the villages is crucial because many inhabitants will not leave the village to pursue an education elsewhere. Many do not see the rewards to be gained from postsecondary education and/or do not have urban survival skills. Additionally, some parents are reluctant to allow their children to leave the village setting. Even on the KCC campus, less than 50 percent of the students finish their courses. A major cause of the high attrition rate is that many students must travel a long distance from their villages to Bethel to attend classes.

(5) Seventy-eight percent of the adults in the region have not finished high school, yet the ABE program lacks sufficient funding. The Department of Education provided $169,000

this year, but that amount is grossly insufficient. Many villages want programs, yet the college is unable to provide them because of inadequate resources.

D. Policy Advisory Council

Although few offered testimony concerning the PAC, the consensus of opinion was that the council has been ineffectual. Two reasons given for its lack of influence are its lack of policy-making authority and lack of interest by its members.

MATANUSKA-SUSITNA COMMUNITY COLLEGE TELECONFERENCE SUMMARY

WHERE: Anchorage Legislative Information Office - Anchorage

WHEN: December 11, 1980

NUMBER OF PEOPLE TESTIFYING: 5

A. Governance Structure

Only two people addressed the governance structure of the community colleges. Both advocated that the community colleges remain under the aegis of the university. The reasons given for this position were: (1) affiliation with the university provides prestige; (2) transfer of courses is facilitated; and (3) the resources of the university are available to the community colleges.

B. Mission

One person suggested that the mission of the community college includes four components: (1) adult basic education; (2) vocational-technical instruction; (3) liberal arts and transfer courses; and (4) community service programs.

C. Response to Needs

More than one person indicated that more courses needed to be added to the college's curriculum, especially upper division courses. Other needs mentioned are social science, vocational and agricultural courses. A lack of facilities and equipment was also addressed. It was suggested that the community college needs electronics refrigeration, computer science, and secretarial science equipment. Capital requests included a student union building, a chemistry lab, a gymnasium, a swimming pool and a field house. It was indicated that

because the college is increasing its full-time enrollment, the need for additional facilities and equipment is acute.

D. Policy Advisory Council

There were few comments concerning the PAC; however, it was suggested that it have more involvement in budget and planning decisions. One individual mentioned that the PAC has experienced poor attendance by members.

MAT-SU, KODIAK, SITKA, DILLINGHAM, HOMER, AND SEWARD
TELECONFERENCE HEARING SUMMARY

WHERE: Anchorage Legislative Information Office - Anchorage

WHEN: December 12, 1980

NUMBER OF PEOPLE TESTIFYING: 14

A. Governance Structure

Every person who testified concerning governance was opposed to the 13th-14th year governance structure concept. There was mixed testimony concerning the establishment of a community college system apart from the university. Some suggested that two systems were not appropriate because of resulting duplication of effort. Another indicated that there is too much bureaucracy within the university system and that community colleges are "stepchildren" of the university.

B. Mission

No one addressed the mission of the community college.

C. Response to Needs

Representatives from Homer endorsed a strong outreach program. They also voiced support for more course offerings in the two-year core curriculum, vocational education courses, self-enrichment courses, and ABE activities. Representatives from Mat-Su Community College and Kodiak Community College addressed the need for more upper division courses.

D. Policy Advisory Council

There was little discussion concerning the PAC. One person, however, indicated that the campus president could be constrained if the PAC makes local policy and acts in an advisory capacity to the chancellor.

NORTHWEST COMMUNITY COLLEGE HEARING SUMMARY

WHERE: Northwest Community College Administration Building

WHEN: October 27, 1980

NO. OF PEOPLE TESTIFYING: 22

NO. OF PEOPLE IN ATTENDANCE: Approximately 27

A. Governance Structure

An overwhelming majority of the people who testified were in favor of continuing the current relationship between community colleges and the university. Several reasons were given:

(1) The blending of the local school district and the university is beneficial.

(2) Accreditation may be threatened if the colleges become autonomous.

(3) Increased bureaucracy would result from a separation of the community colleges from the university.

(4) Since library services is connected with university affiliation, the service would not be as good.

(5) The community colleges would lose the use of the computer capabilities operated by the university.

(6) The present structure is simple.

(7) The university would receive a greater share of state funds than the community college system.

Almost an equal number of persons who testified expressed strong opposition to placing the community colleges under the jurisdiction of the REAA as the thirteenth and fourteenth year. In relation to this point, it was noted that under the Community College Act of 1962, selection of the president of the community college is subject to approval by the governing body of the school district or political

subdivision.

B. Mission

The consensus of opinion was that the major thrust of the college's program should be vocational. In many respects, however, the college is also seen as a provider of human development services because it complements the function of, and collaborates with, local community agencies.

C. Response to needs

The general feeling of those who testified was that the college is "beginning to make real progress" in serving local needs. The current direction and emphasis of the college parallel the community's conception of what the college should be. More upper division courses were requested. Also, classes held in the local high school six miles from town make attendance more difficult than it should be. A few people testified that courses must be taught in the villages because it is unrealistic to expect large numbers of potential students to leave their villages to pursue an education.

D. Policy Advisory Council

There was very little discussion of the PAC although one individual asserted that it was "good the way it was", and strongly opposed any policy-making authority for it.

PRINCE WILLIAM SOUND COMMUNITY COLLEGE HEARING SUMMARY

WHERE: Prince William Sound Community College

WHEN: December 15, 1980

NUMBER OF PEOPLE TESTIFYING 16

NUMBER OF PEOPLE IN ATTENDANCE 23

A. Governance Structure

There was mixed testimony concerning governance. Several people indicated that the missions of the community college and the university centers are very different and that communication is poor. Therefore, the creation of a community college system apart from the university would be appropriate. Others indicated that there are problems, but it is better to give the administration a chance to ameliorate those problems. Another suggestion was that PWCC be independent and funded by the local municipality.

B. Mission

At the present time, the institution is emphasizing liberal arts courses and it has very few vocational-technical course offerings. It was mentioned that the college should evolve into a comprehensive community college. Important programs include fisheries, marine transportation, and office occupations.

C. Response to Needs

There is apparently a high demand for non-credit courses. Although there are two nascent programs in Cordova and Copper Center, the college is unable to serve many other places within its jurisdiction. Courses such as bookkeeping and outdoor survival skills are needed, but the institution does not have the resources to provide them. A program should also be developed

in petro-marine technology (cleaning up oil spills). Moreover, the college needs additional facilities and there is little equipment, especially for technical courses.

D. Policy Advisory Council

There was no testimony concerning the PAC.

SITKA COMMUNITY COLLEGE TELECONFERENCE SUMMARY

WHERE: Juneau Legislative Information Office

WHEN: December 17, 1980

NUMBER OF PEOPLE TESTIFYING: 0

TANANA VALLEY COMMUNITY COLLEGE HEARING SUMMARY

WHERE: Hutchison Career Center

WHEN: November 12, 1980

NUMBER OF PEOPLE TESTIFYING: 17

NUMBER OF PEOPLE ATTENDING: 22

A. Governance Structure

Virtually everyone who testified concerning governance structure favored the community colleges remaining within the university system. Several reasons were given: (1) separation would cost too much money; (2) it would create another bureaucracy; (3) the community colleges would lose access to university facilities; (4) there would be unnecessary duplication of courses; (5) transfer of courses is currently facilitated; (6) one consolidated budget is beneficial; (7) separation would only help the bargaining unit members; and (8) there is "a trend toward centralization." Another person suggested that the Community College Act of 1962 should be "cleaned up." There was little support for including the community college under the aegis of the local school district.

B. Mission

There appeared to be some confusion about the role of the community college; indeed, one witness indicated that there is competition in the area among three agencies: (1) the Hutchison Career Center, (2) the community college, and (3) the community schools. It was suggested that the community is confused because of this competition. There was testimony endorsing the concept of a comprehensive community college that would include community service programs, vocational-technical education, and academic transfer courses.

C. Response to Needs

There was little comment directly related to this topic although several senior citizens objected to the reduced hours available to them for using the university swimming pool. In general, however, there seemed to be satisfaction with the community college's response to the community's interests. One exception was the comment that the hiring of too many part-time teachers indicates a lowering of academic standards.

D. Policy Advisory Council

There was mixed testimony concerning the PAC. One individual favored a strong PAC with veto power by the chancellor, president, and/or board of regents. Another person did not favor giving policy-making powers to the PAC until it is decided how the members are selected. It was suggested that if the PAC is given more authority, the members should be appointed by the board of regents or the governor.

UNIVERSITY OF ALASKA-JUNEAU HEARING SUMMARY

WHERE: University of Alaska-Juneau

WHEN: August 7, 1980

NUMBER OF PEOPLE TESTIFYING: 15

NUMBER OF PEOPLE IN ATTENDANCE: 18

A. Governance

All testimony endorsed maintaining the present governance structure for the University of Alaska-Juneau. UAJ and Juneau/Douglas Community College were recently combined administratively and those who testified see this as a very positive change. Several indicated that the community college philosophy is not lost within the new organizaional structure and that an administrative body solely for the two-year component would not improve its response to its constituency.

B. Mission

There was testimony that discussed the mission of the whole community college system in Alaska. It was suggested that the small community colleges are now mere extension centers. The system should identify and promote particular programs at each community college location in order to insure the growth and validity of each campus.

C. Response to Needs

There was general agreement that the institution is responding to the needs of its constituents.

D. Policy Advisory Council

Although there was little testimony concerning the PAC, it was mentioned that PAC members are very active and involved.

CHAPTER VIII. RESULTS OF THE STUDENT SURVEY

Survey forms were sent to each community college to be distributed to the students. The major purpose of the survey was to ascertain, first, if the students were aware of the tasks of the Community College Legislative Interim Study Committee and second, their perceptions of how the current organizational structure of the University of Alaska affects them. Additional questions were added so that the survey would be also useful to the Division of Community Colleges, Rural Education, and Extension.

A total of 14,195 surveys were distributed and 3,954 (28%) were returned. Table 1 shows the number of forms sent to and returned by each community college.

TABLE I

	Forms Sent	Forms Returned	
Anchorage	7,000	1,929	(28%)
Kenai	1,500	243	(22%)
Ketchikan	650	287	(45%)
Kodiak	600	111	(19%)
Kuskokwim	200		
Mat-Su	525	172	(33%)
Northwest	120	53	(45%)
Prince Wm. Sd.	100	20	(20%)
Sitka	350	90	(26%)
Tanana Valley	3,500	1,409	(30%)
Total	14,195	3,954	(28%)

Tables 2 thru 4 indicate the frequency of response for each of the questions in the survey.

TABLE 2

Are you aware that one of the organizational alternatives under consideration by the committee is to create a community college system separate from the University of Alaska?

	Yes	%	No	%
Anchorage	653	(33)	1,273	(67)
Kenai	81	(32)	166	(68)
Ketchikan	76	(26)	211	(74)
Kodiak	14	(12)	96	(88)
Kuskokwim				
Mat-Su	48	(28)	123	(72)
Northwest	14	(26)	39	(74)
Prince Wm.Sd.	3	(15)	17	(85)
Sitka	17	(18)	73	(82)
Tanana Valley	423	(40)	621	(60)
Total	1,329	(34)	2,619	(66)

Table 3

If the University of Alaska and the community college which you are attending were not part of the same educational system, would you still attend the community college?

	Yes	%	No	%
Anchorage	1,146	(73)	406	(27)
Kenai	172	(86)	27	(14)
Ketchikan	184	(78)	49	(22)
Kodiak	74	(74)	25	(26)
Kuskokwim				
Mat-Su	120	(86)	18	(14)
Northwest	29	(61)	18	(39)
Prince Wm.Sd.	16	(88)	2	(12)
Sitka	62	(84)	11	(16)
Tanana Valley	637	(70)	268	(30)
Total	2,440	(75)	824	(25)

Table 4

Do you feel that the current organization of the University of Alaska is satisfactorily serving your needs?

	Yes	%	No	%
Anchorage	1,198	(65)	621	(35)
Kenai	165	(68)	76	(32)
Ketchikan	215	(77)	64	(23)
Kodiak	90	(83)	18	(17)
Kuskokwim				
Mat-Su	106	(67)	51	(33)
Northwest	42	(82)	9	(18)
Prince Wm.Sd.	7	(43)	9	(57)
Sitka	65	(73)	23	(27)
Tanana Valley	760	(75)	252	(25)
Total	2,648	(70)	1,123	(30)

The data indicate that only 34% of the students were aware that one of the organizational alternatives under consideration is to create a community college system separate from the University of Alaska. Three-fourths of the students who responded indicated that if their community college was not part of the University of Alaska system, they would still attend their community college. Additionally, 70% of those students suggested that the current organization of the University of Alaska is satisfactorily serving their needs.

CHAPTER IX. RECOMMENDATIONS

INTRODUCTION

The committee finds that in Alaska the missions of the community colleges and the university centers are distinct. This dissimilarity of the community college and university center missions is a phenomenon that is found nationwide. This has been documented by Dr. Leonard Romney of the National Center for Higher Education Management Systems (see Appendix A). In 1976, Dr. Romney surveyed over 1000 trustees, administrators, and faculty and asked them to rank 20 goal areas for their institutions. Those goals ranked highest by community college representives were quite different from those ranked highest by doctorate-granting university representatives. For example, trustees, administrators, and faculty in community colleges ranked "meeting local needs" as second, first, and second respectively. Trustees, administrators, and faculty of doctorate-granting universities ranked it as sixteenth, fifteenth, and fifteenth respectively. Conversely, doctorate-granting university trustees, administrators, and faculty ranked "academic development" as second, first, and first respectively, while community college trustees, administrators, and faculty ranked it thirteenth, seventh, and ninth respectively.

In Alaska, the university centers, with their emphasis on graduate work and graduate research, have goals and purposes apart from those of the community colleges. This fundamental difference is reflected in the composition of the student bodies. The community colleges, by definition, attempt to serve students within their particular communities and region. The university centers, on the other hand, have a statewide mission and attempt to provide educational services for students in the

entire state. Community colleges have a particular appeal for students who delay their matriculation following their high school experience; thus, the students are, for the most part, older than lower-division university center students. Community college students are often motivated to seek postsecondary education for different purposes than students at the university centers. A larger portion of students at the community colleges than at the university centers are not pursuing a degree.

Distinct missions are also reflected in programs and course offerings. At the university centers, a larger proportion of the curriculum is in the traditional disciplines with very few vocational-technical offerings. The community colleges, on the other hand, strongly emphasize vocational training. Moreover, community service courses and activities represent a significant contribution of the community colleges whereas this function is ancillary at the university centers. Different college campuses will emphasize one of these areas over the others, depending on what is most important to the residents of a particular service area. However, university centers are more concerned with courses that meet the needs of a statewide constituency. When viewed as a whole, then, the colleges are more similar to each other in the area of program and course offerings than they are to the university centers.

The goals of an organization provide a framework for policy and procedures and establish a purpose to which its decision and activities are directed. Therefore, differences in policy and procedure between the community college division and the university centers constitute additional evidence of distinct missions. Several examples are noted here:

A. The faculty at the community colleges are all considered

instructors while the faculty at the university centers are ranked. The university faculty hierarchy is as follows: instructor, assistant professor, associate professor, and full professor. Community college teachers, on the other hand, all carry the title "instructor".

B. A sizeable percentage of faculty at the university are actively involved in research, while nearly all community college faculty are directly involved in teaching. (The fact that community college teachers are under a collective bargaining agreement, and the university teachers are not, is prima-facie evidence that policies and procedures are different.)

C. The community colleges have open-door admissions while the university centers strive to induce selectivity in their admissions process.

D. In many situations the semester calendar, while well-suited to a university program, is inappropriate for the community college student. For many community college students, it is irrelevant whether the course bears college credit. This is seldom the case with university students.

E. Community colleges require an organizational strategy for a quick response to community needs and a complementary mechanism for termination of programs. In general, university centers teach courses in the traditional semester format.

Measurements of quality are also different at the community college than at the university centers. Two examples demonstrate this:

(A) One of the most commonly-used quantifiable indicators of quality for the university centers is the scholarly productivity of their faculty; at the community college, teaching skill is the

major index used to measure faculty quality.

(B) Measurement of advanced degrees and awards for faculty within departments is a criterion for excellence at the university centers, yet it is of lesser importance at the community colleges.

Because of the differing missions of the community colleges and university centers, the president and board of regents are placed in a difficult position of deciding on financial and human resources within a consolidated budget that reflects different, and at times competing, values. Decisions often become a compromise between disparate goals which tends to satisfy neither party.

The creation of another board responsible only for the community college system would relieve each board from deciding upon dissimilar missions. Each would be unencumbered by goals and objectives that detract from their primary mission. This would serve to enhance the educational process for both.

RECOMMENDATIONS

1. Governance of the Community Colleges

Although it is clear to the committee that the university centers and community colleges have, in many respects, distinct missions and distinct organizational structures, the legislature may not be convinced that the creation of a board solely for the community colleges is necessary at this time. Given this political climate, it makes more sense to consider an alternate approach that would still provide for greater parity between the community colleges and the university centers than currently exists.

The committee recommends that the legislature consider Alternative 2 - entity within the system but independent of the university. This structure places all of the community colleges, with the exception of Chukchi Community College (Recommendation #2), under one president who would in turn report to the board of regents. Thus, the regents would have two presidents reporting to them, one for the university centers and one for the community college system.[1] Appendix B contains a legal opinion discussing this plan. (Specifically, see page 6 of Appendix B.)

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1 Technically, the university center president would remain a step above the community college president within the university heirarchy as the university president is, under Alaska's constitution, the "executive officer" of the board. However, the community college president would be in a much better position to present needs of the community college system directly to one board than the community college chancellor is under the current organizational arrangement.

This approach recognizes the separate missions of the community colleges and the university centers and allows for a stronger voice for the community colleges for budgeting and program. The community colleges would remain under a common board of regents that would still have to choose between needs and concerns of the two-year and four-year schools. However, the community colleges would have a better opportunity to express their individual needs and concerns to the regents. Moreover, since the current structure has been criticized for being constraining and cumbersome, this administrative alternative will simplify, to some extent, the procedures for program and budget approval by providing for a more direct channel to the board of regents.

2. Kotzebue - place Chukchi Community College under the aegis of the Northwest Arctic School District as a five-year pilot project.

The Kotzebue region is unique within the State of Alaska. There are already sufficient facilities and resources for vocational-technical training. The community school program is already providing non-credit-bearing courses and activities. Two major functions of the community college mission are already being addressed by the school district. The apparent need for credit-bearing courses is slight and could be provided by the school district either by itself or on a contractual basis. Thus, the particular circumstance of this region provides an opportunity to study effectiveness of the 13th-14th year governance concept. (It should be noted that if the school district does offer college credit courses, they will have to seek their own accreditation.)

3. Formula Funding - Instruct the Alaska Commission on Postsecondary Education to establish a formula for funding the community colleges.

There is widespread belief that the community colleges receive inequitable funding. At present, there is no objective criterion or standard to determine the funding for administrative units within the university system. Moreover, the funding process is subject to political pressures within the university and the legislature. The development of a formula for allocation of resources to community colleges would present a more objective and reliable method for the expenditure of state monies. The unit cost portion of this study will provide hard data that can be used to develop a formula.

4. Develop minimum criteria for the establishment of community colleges.

There continues to be pressure throughout the state for the establishment of community colleges in various locations. Many of these locations have a very small population base and could not support a comprehensive community college. Thus, the statutory establishment of minimum criteria would relieve the state from parochial pressures and would enhance the efficiency of the educational delivery system throughout the state. Any legislative proposal to establish minimum criteria for the community college system should "grandfather" existing colleges.

5. Provide for additional policy-making authority for the policy advisory councils of the community colleges.

Although the university is currently formulating policy to strengthen the policy advisory councils, this endeavor is dependent upon the attitudes of current university administrators. To assure

that the policy advisory councils will maintain appropriate authority within their local areas, their authority should be written into law. Such authority would include 1) the approval of new programs prior to submission to the state board, 2) approval of the annual budget requests from the local campus, and 3) approval of the selection of the local campus president.

6. Articulation Guide - Pass legislation, already introduced, to authorize the Commission on Postsecondary Education to develop an "articulation guide" for all higher education in Alaska.

There are problems concerning transferability of college credits from one campus to another within the state. One aspect of the problem is lack of communication. Students and their advisers are often unaware what credits will transfer and how they will be applied. Although the university has now established the policy that all community college credits are transferable to the university centers, the question of how the credits transfer is still difficult to understand. Transferability is a problem throughout the state (indeed, throughout the nation), not just among university campuses.

The committee does not feel that it would be proper or constitutional for the legislature to decide and legislate which courses would transfer to which campuses for general credit towards graduation or for credit within the major. This is not the purpose of the proposed articulation guide. Rather, the guide would provide transfer information developed by the institutions themselves. It would list all the courses taught at public and private postsecondary campuses in the state, and show how each campus would apply credit given for a course taught at another campus. The responsibility for

making credit recognition decisions would still be left with the institutions, themselves. The guide would merely list their decisions. This would serve to clarify transfer misunderstandings.

7. Outreach in Rural Areas

There was virtual consensus that community colleges' services to the smaller villages within their service areas warrant expansion. If the community colleges are to fulfill their mission, it is imperative that they be provided the capability to reach more people in their regions. Many community colleges have to be selective when choosing whom to serve and therefore disregard many villages that are in need of educational services.

The committee recommends that the legislature urge the university to provide for greater expansion of programs in areas that are now served inadequately. It also recommends that the legislature provide the funding necessary to achieve this goal.

8. Flexibility in Course Offerings

The types of courses, and the ways in which they are taught in both rural and urban Alaska require both a high degree of creativity and flexibility. The traditional semester calendar and traditional course offerings are often inappropriate. Both the university structure and the contract of the Alaska Community College Federation of Teachers tend to thwart a college's ability to provide various modes of instruction. The committee recommends that the legislature urge the university to develop additional modes of course delivery, particularly those designed to provide more immediate response to an educational need. The legislature should also urge the Federation of

Teachers to allow for this flexibility as well. It is further recommended that course offerings reflect more closely the needs of the individual college communities.

9. Job-Related Courses

It is recommended that vocational-technical programs at a community college parallel the needs of the community job market and that students be encouraged to participate in programs that have strong employment possibilities. The legislature should encourage the university to achieve these goals.

10. Evaluation of community college performance and productivity

The committee feels that evaluation of community colleges solely in terms of credits awarded or degrees granted does not provide a complete understanding of a college's success and productivity. Since the bulk of a college's course offerings and community service activities do not bear credit or lead towards a degree, it is misleading to judge the worth of a college on statistics that only account for credits produced and degrees awarded. The committee applauds the current efforts of the chancellor of the community colleges to develop other means of evaluating the colleges for funding and other purposes. It recommends that the legislature encourage the university to continue and expand such efforts.

The recommendations described here are incorporated in legislation to be introduced by the committee in conjunction with the transmittal of this report to the Twelfth Alaska State Legislature.

APPENDICES

Appendix A: Relative Appropriateness of 20 Institutional Goal Areas as Ranked by Trustees (T), Administrators (A), and Faculty (F) at Six Kinds of Colleges and Universities.

Appendix B: Legal Opinion Concerning Separation of Community Colleges from the University of Alaska.

Appendix A

Survey of 1,150 persons, conducted by NCHEMS

April 1977

RELATIVE APPROPRIATENESS OF 20 INSTITUTIONAL GOAL AREAS AS RANKED BY TRUSTEES (T), ADMINISTRATORS (A), AND FACULTY (F) AT SIX KINDS OF COLLEGES AND UNIVERSITIES

Ranking Scale: 1 = most appropriate . . . 20 = least appropriate
O indicates top-seven ranking

Goal Areas[1] (in arbitrary order)	Doctorate-Granting Universities						Comprehensive Universities						Liberal Arts Colleges			Two-Year Colleges		
	Public			Private			Public			Private								
	T	A	F	T	A	F	T	A	F	T	A	F	T	A	F	T	A	F
A. Academic Development	②	①	①	④	①	①	④	①	②	①	②	②	②	①	③	13	⑦	9
B. Intellectual Orientation	⑥	③	②	13	②	②	11	③	④	④	①	③	⑤	③	②	14	11	10
C. Individual Personal Development	12	11	10	③	③	10	13	9	12	⑤	④	⑦	①	⑤	⑤	⑥	8	⑦
D. Humanism/ Altruism	11	14	9	②	10	12	17	13	9	10	10	10	④	④	⑥	10	14	13
E. Cultural/ Aesthetic Awareness	14	13	11	12	12	9	15	12	14	16	11	13	12	⑦	10	16	15	15
F. Traditional Religiousness	20	20	20	11	20	20	20	20	20	19	20	20	11	16	19	18	18	18
G. Vocational Preparation	⑤	8	12	10	11	11	9	⑦	10	⑤	9	9	8	13	13	①	②	①
H. Advanced Training	10	④	③	8	⑦	③	16	15	13	12	14	15	20	20	20	20	20	20
I. Research	④	②	④	14	⑤	8	12	16	15	15	16	12	19	19	17	19	19	19
J. Meeting Local Needs	16	15	15	16	16	14	②	⑥	11	11	13	14	⑥	12	11	③	①	②
K. Public Service	15	10	14	19	15	16	③	14	8	9	15	16	15	17	15	8	13	11
L. Social Egalitarianism	17	18	19	17	19	19	19	17	17	20	19	19	16	18	18	③	⑤	⑤
M. Social Criticism/ Activism	19	19	17	20	17	17	18	19	16	18	18	17	17	15	16	15	17	16
N. Freedom	9	⑦	⑤	⑦	⑥	⑥	14	8	⑤	14	⑤	⑥	18	9	8	11	10	8
O. Democratic Governance	13	16	13	15	13	13	⑦	10	⑦	13	12	8	13	11	⑦	7	9	⑥
P. Community	①	⑤	⑦	①	④	④	①	②	①	②	③	①	③	②	①	⑤	③	④
Q. Intellectual/ Aesthetic Environment	③	⑥	⑥	9	8	⑤	⑥	④	⑤	⑦	⑦	④	⑦	⑥	④	12	12	14
R. Innovative Climate	8	12	8	⑥	9	⑦	8	⑤	⑥	8	⑥	⑤	10	8	9	9	⑤	⑦
S. Off-Campus Housing	18	17	18	18	18	18	10	18	19	17	17	18	14	14	14	17	16	18
T. Accountability/ Efficiency	⑦	9	16	⑤	14	15	⑤	11	18	⑥	8	11	9	10	12	④	⑥	12

For Preferred Goal Areas, Measures of Progress Most Generally Acceptable to Respondents

Goal Area	Measure
Academic Development	Student ability to apply knowledge
Intellectual Orientation	Continuing active intellectual involvement of former students in other than formal, advanced study
Individual Personal Development	Course offerings and institutional opportunities pertaining to the development of individual goals, values, and personal growth
Humanism/Altruism	Students and/or former students expressing concern for human welfare and well being
Vocational Preparation	Employer satisfaction with former students' vocational or professional training
Advanced Training	Scholarly works produced by graduate students and/or former graduate students considered suitable for publication
Research	Basic research publications or other results of scholarly effort produced by students or faculty members during the past year
Meeting Local Needs	Evaluations and perceptions of members of the community regarding the quality of institutional services available to them
Social Egalitarianism	Existence of special courses and programs to meet the needs of particular groups of students
Freedom	Institutional policies and procedures developed to protect the exercise of academic freedom by faculty and students
Democratic Governance	Attendance and participation by faculty in the faculty senate or similar body
Community	Faculty and staff perceptions and evaluations of internal morale
Intellectual/Aesthetic Environment	Student and/or faculty attendance at cultural activities sponsored by the institution
Innovative Climate	Impacts of modifications made in courses and programs

[1] The goal areas are those identified in Richard E. Peterson and Norman P. Uhl, *Institutional Goals Inventory: Comparative Data and Bibliography* (Princeton, N.J.: Educational Testing Service, 1973), copyright 1973, 1975 by ETS; reprinted by permission. The goal area identified in Dr. Romney's study as "Innovative Climate" is identified in the ETS inventory as "Innovation."

Appendix B

STATE OF ALASKA
THE LEGISLATURE
LEGISLATIVE AFFAIRS AGENCY

POUCH V · STATE CAPITOL
JUNEAU, ALASKA 99811
907-465-3800

MEMORANDUM January 20, 1981

SUBJECT: Separation of community colleges from the University of Alaska (Work Order No. 12-0085)

TO: Representative Thelma Buchholdt

FROM: Billy G. Berrier
Director
Division of Legal Services

You have asked whether the separation of the Community College System as envisioned in HB 651 of the Eleventh Legislature would violate the Alaska constitutional provision establishing the University of Alaska.

The constitution establishes the University of Alaska as the state university governed by a board of regents. The relevant constitutional provisions are sections 2 and 3, Article VII, Constitution of the State of Alaska which provide:

> "SECTION 2. The University of Alaska is hereby established as the state university and constituted a body corporate. It shall have title to all real and personal property now or hereafter set aside for or conveyed to it. Its property shall be administered and disposed of according to law.
>
> "SECTION 3. The University of Alaska shall be governed by a board of regents. The regents shall be appointed by the governor, subject to confirmation by a majority of the members of the legislature in joint session. The board shall, in accordance with law, formulate policy and appoint the president of the university. He shall be the executive officer of the board."

The wording of these sections indicates a constitutional requirement that the University of Alaska is the only state university authorized. This reading accords with the intent

of the Constitutional Convention as explained in discussion of this article by Delegate Victor Rivers who said:

> V. RIVERS: Mr. President, you have heard the reading of this article and it was considered important that in the constitution there be included an article of this type. It gives the University, as a corporate body, the authority to receive and hold property which will be granted to them under the enabling act. It also gives them the authority for administering and disposing of that according to law. It sets up the board of regents and the governing body of the University, and I think the main point this article has is that constitutionally the University of Alaska shall be the only state university in Alaska. Now, the effect of that statement is to point out to you that even though the University of Alaska should establish eventually a number of diverse branches they would all be under the one head of the University of Alaska. We have situations that occur in the states, such as in the State of Washington, you have the University of Washington on the West coast and Washington State University in the Eastern part of the state. They are operated separately and compete in the legislature and other places for funds. Now, in the situation in California where you have a unified university setup, the University of California and they have the University of California as the main branch and the University of Southern California in the southern part and the University of California at Los Angeles in the southern part -- all of which are operated under the same and the one head, under similar policy, and one group of appropriations. So, the extent of this article to be considered is that it unifies the university system in the state. I believe that covers the subject.

Alaska Constitutional Convention Proceedings, Part 4, Page 2792.

Although not directly on point the status of the university was discussed in University of Alaska v. National Aircraft Leas. Ltd., 536 P.2d 121 (Alaska 1975), considering the constitutional status of the university in the context of its relation to the state. In that case the Court said:

> Despite the degree of constitutional as well as statutory autonomy the University clearly possesses, we are of the opinion that it must be considered to be an integral part of the state educational system mandated by the constitution. In its constitutional status it stands as the single governmental entity which was specifically created by the people to meet the statewide need for a public institution of higher education. In this light, the University must be regarded as uniquely an instrumentality of the state itself. Unlike other public educational institutions created to meet the needs of local areas, it exists constitutionally to act for the benefit of the state and the public generally.

It is my opinion that the effect of section 2 and section 3 is to unify the university of the state as the University of Alaska governed by the board of regents. However, in my opinion not all public post-secondary education comes within the scope of the term "state university" and therefore within the sole purview of the University of Alaska.

The bill establishes community colleges, extension centers and outreach programs as part of a comprehensive statewide system independent of the University of Alaska although it is empowered to cooperate with the university. The community colleges may grant degrees but these are only degrees appropriate to community colleges. This would not include baccalaureate or higher degrees. For those degrees, transfer to another institution or cooperation with another institution which would grant the degree is needed. Further the community colleges and extension centers serve particular areas or communities in the state. (This is implicit throughout the bill but see particularly sec. 14.42.190).

A university is normally considered an institution of higher learning which grants degrees. For example Black's Law Dictionary defines university as:

> An institution of higher learning consisting of an assemblage of colleges united under one corporate organization and government, affording instruction in the arts and sciences and the learned professions, and conferring degrees.

The term "community college" or college does not have a firm common meaning. A good discussion is contained in Gravlin v. Michigan Depart. State Police, 274 N.W.2d 24 (Mich. 1978). In that case a statute provided that an applicant for a license as a private detective be a graduate of "an accredited university or college". The plaintiff had an associate degree from a community college:

> "The established rule of statutory construction that language is to be given its commonly understood meaning is not helpful. As defined in Black's Law Dictionary (4th ed), p.329, a community college is a college. Webster's Third New International Dictionary defines the word college as including both a four-year and a vocational college. See also 14 C.J.S. Colleges and Universities § 1, p. 1326. Thus, plaintiff meets the literal requirements of the statute. For some purposes the word college means a junior college as well as a four-year institution -- for example, for purposes of exemption from taxation, Troy Conference Academy & Green Mountain College v. Town of Poultney, 115 V. 480, 66 A.2d 2 (1949), and for eligibility under the provisions of a will which directed that trust funds be paid to certain persons "while in college" or in securing a "college education", Mitchell v. Whittier College, 205 Cal. 744, 272 P.2d 748 (1928). On the other hand, there is authority that "college" in common parlance refers to a four-year institution. 14 C.J.S. Colleges and Universities § 1, p. 1327; 15A Am.Jur.2d, Colleges and Universities, § 1, p. 252. One definition of "college" in Webster's Seventh New Collegiate Dictionary (1970 ed.), p. 162 is: "an independent institution of higher learning offering a course of general studies leading to a bachelor's degree". Community colleges do not grant a bachelor's degree. So, too, there is case law that a junior or community college has been held not to be a college -- for example, for purposes of voting extra millage, McHenry v. Ouchita Parish School Board, 169 La. 646, 125 So. 841 (1930).
>
> "The sum and substance of all this is that there is no one answer to the question of whether "college" includes a two-year institution. There is no plain and popular understanding that in common parlance "college" means both a two-year and a four-year institution. The answer

depends upon the precise wording of the statute involved, the language of the constitution of jurisdiction, and the circumstances under which the statute was enacted. Consequently, our decision in the instant case is limited to the Private Detective License Act and is of no precedential value for statutes requiring college training, grant-in-aid, matching funds, accreditation or otherwise.

"Logic and the constitutional backdrop persuade us that in the present case the word "college" means a four-year institution. To us it appears inconsistent to require in the first part, in a single sentence, a degree from a university (obviously meaning four years) and then in the final two words of the sentence to lower the requirement to a degree from a community college (meaning two years). To us, it is more consistent and logical to conclude the Legislature intended four years. A number of Michigan's four-year colleges acquired university status shortly before the Constitutional Convention but others continued to be designated colleges. Thus, it was common to refer to four-year schools either as universities or as colleges. We believe this is what the Legislature did when preparing the statute in question."

Community colleges have been, since the original 1953 act authorizing community colleges in Alaska, essentially part of local school districts in conjunction with the University of Alaska. Although the university had authority to prescribe academic qualifications and curriculum and participated financially in the costs, community colleges at statehood were established and operated by the local school districts at the time of statehood. Alaska Compiled Laws at the time provided in sec. 37-10-63:

AUTHORITY OF SCHOOL DISTRICTS TO ESTABLISH COMMUNITY COLLEGES. A qualified school district is authorized to establish, operate and maintain a community college in conjunction with the University of Alaska.

The present community college act, (AS 14.40.560 - 630) adopted in 1962 states the board may cooperate with local school districts and political subdivisions in establishment of appropriate higher educational programs and activities "since academic education beyond the high school level is a statewide

responsibility" (AS 14.40.570). Although this act broadens the university power the cooperation with local school districts is still maintained.

California, which is the model referred to in the Constitutional Convention and Michigan which is a state with probably the strongest university constituional autonomy (See Board of Regents of Higher Education v. Judge, 543 P.2d 2434 (Mont)), have community college systems separate from the constitutionally established university.

Neigher common understanding of the term "university" and "community college" nor the apparent understanding at the Constitutional Convention support an interpretation that establishment of a community college system as envisioned here would create another "state university" in violation of the constitution. It is my opinion that this establishment is not in violation of the constitution.

In response to a follow up question it is my opinion that the organization of the community college system within the University of Alaska by law which establishes a direct reporting to the Board of Regents would also be constitutional based on the same reasoning.

As a caveat, I should mention that an argument could be made that the term "state university" encompassed all post-secondary education in Alaska. While I do not believe this argument to be sound based on the reasoning in this opinion, there is no definitive authority on point.

BGB:ljb

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